

Educational Supplement

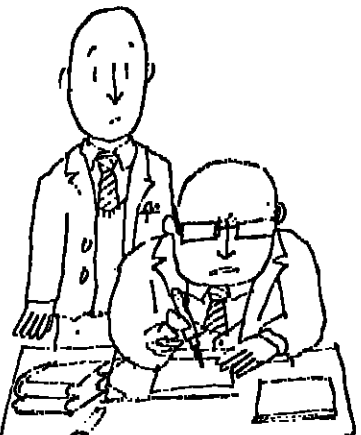
FIRST PUBLISHED 1910 PRICE 18p

Break

The men from UNCAL

UNCAL is in the last stages. With wet towels, midnight oil and occasional bouts of table tennis Barry MacDonald, Rod Atkin and Stephen Karmis should see him out before Christmas—at least in draft.

Describing this as a democratic style of evaluation, Barry MacDonald contrasts it with either a bureaucratic style (simply testing for results in terms of the sponsor's values) or an autocratic style (in which the academic alone decides what to do).



I'm complaining that we haven't received the questionnaire you're going to refuse to answer.

Rickus ruckus

Another small tale from Brent: yesterday (after we went to press) Mr Lionel Batten, headmaster, was due to address the assembled company at Neusden High School's prize giving. He was promising to make it a rousing occasion.

New empire

James Porter, ex-James Commission member and principal of Balmoral College of Higher Education, has succeeded Kenneth Thomson, director of the Commonwealth Institute, as its new director.

Ars longa... cash shorter

"Yes, very nice, but what will it cost?" four arts. Gone are the days when writers of official reports could sip their sherry, sit back and gaze at the ceiling, and dream. It is to the great credit of Lord Valzey and his Gulbenkian team that their elegant and ingenious report (page 4) manages to combine recommendations of real substance with minimal extra expense.

Bert Lodge reports on a new plan for would-be teachers

Lengthy experience of the outside world of work could soon be a must for potential teachers. The Government will shortly be advising colleges not to admit any student to teacher training who has not spent some months of paid employment in another job.

Dip in the real world first

These institutions might also serve the needs of other students with a background of inner city problems and might serve as a preparation for entry to careers other than teaching, the Government suggests.

No comment

Graduate required to learn English temporarily for the month of February, 1978. Advertisement in the Edgware and Mill Hill Times.

Floreat Stenhouse

UNCAL is only one of the projects based upon the Stenhouse centre. In what amounts to an energetic and energetic desperate exercise in educational entrepreneurship, 21 projects have been based there in the seven years of its existence.

Booked

Just a brief rider to our massive books investigation of the past two weeks: guess who is one of the lowest spenders on books in that most generous of authorities, Brent?

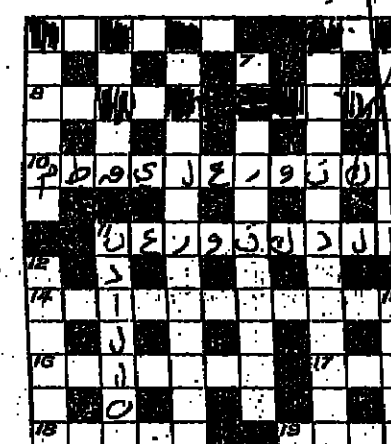
On their knees

Some prominent educationists were in church last week. Mrs Shirley Williams, Education Secretary, and Mr Peter Nissen, HEA education officer, read lessons in Westminster Abbey at the annual Church Schools Conference service.

Next week

Political education: Bernard Crick and Jessica Saraga look at the contribution of drama to education. Book review: John Gletton writes about Red Bologna; home economics textbooks.

Crossword No 1,113



- Across 1 The flow that takes people seek political asylum (6). 4 Gipsy founding of New Forest (5). 8 He does not travel elegantly by land or sea (5). 9 Person of no calling (4).

Down

- 1 Seventh age of man (6). 2 Set limits to artistic expression (8). 3 Item of the metro-politan mail (7, 6).

Maths teasers

TEST YOUR ACCURACY IN MULTIPLICATION (i) Choose any whole number between 1 and 10, multiply it by 3, 7, 11, 13 and 37. There should be something special about the product of the six numbers: can you explain it?

PREHISTORIC MONSTER

The fossil of a bronchosauros, believed to be the prehistoric ancestor of the Loch Ness monster, is 30ft long. Its head is half the length of its tail, and its body is 2ft longer than half its head: its estimated weight is one ton.

JACK AND JILL

When Jack and Jill were asked to choose a number, they found that three times Jack's number plus seven times Jill's number made a total of 100. Show that the difference between the numbers they chose is a multiple of 10.

... and a visit to the factory floor later



Stephen Cohen describes the long-running CBI scheme to introduce serving teachers like these to industry. Here, a group on the scheme meet a former pupil, now a machinist in a Bristol clothing factory. Report, pages 6, 7.

Marking time

The employment appeals tribunal ruled this week that preparing lessons and marking books at home should count towards the number of hours a teacher works.

Fun and games

TES staff review new box games

Hello goodbye?

Will Scotland's one and only free school survive into the New Year? John MacBeath reports from Barrowfield in Glasgow

Some less equal

J. W. B. Douglas and Nicola Cherry examine the educational and vocational qualifications reached by a national sample of men and women

Asian soap opera

Annie Williams discusses 'Parasi', the BBC series which aims to motivate Asian women to learn English

Play's the thing

Bernard Crick reports on political education through theatre at the Cockpit and Jessica Saraga looks at the work of some Theatre in Education groups

Extra: Hobbies and handicrafts

Leaders, 2; Foreign news, 10, 11; Letters, 12, 13; Fourteen fees school, see usually 15-17; books, John Arden reviewed by John Russell Brown, education, politics, literature, home economics texts, children's literature, 19-21; Resources, 22, 23; Talkback, Taylor Report, art, French, English, 24; report, multi-ethnic education, 25; Arts reviews, dance, radio, theatre, 'Parasi', 'The Mewenger', 54, 55; Brank, Crossword, Bridge, 56

Classified ad index

page 26

Slow but steady

The higher education planning figures announced last week (page 5) are intended to preserve the present level of opportunity. A total of 560,000 places will mean that the percentage of the age group able to go on to higher education will edge upwards from the most recent figure of 13.5 per cent in 1981-82. It is assumed also that rather more will stay on into the sixth form and emerge with a minimum of two A levels. All in all, it means that it should become neither harder nor easier to get a higher education place over the next four years.

Come clean on curriculum

Sir—You seem in no doubt as to where Mrs Williams's curriculum inquiry is leading—to intervention by the Government in the curriculum. That is exactly what we insist and fear is the purpose of the exercise. The main difference between the union and the DES, then, is that whereas we believe that central government intervention is undesirable, you welcome it.

Your only complaint would appear to be that the change you speak of, the "challenge to the received orthodoxy" is going to come about by stealth, and by means drawn out tug-of-war, rather than by some clear cut decision, publicly announced. I would have thought it would have been more honest on the part of those who support, or want to achieve, central government control of the curriculum, to call for it openly and leave the issue to be debated on its merits and not to attempt to approach it by other means, proclaiming other objectives.

There is now a lot to play for," you declare, and you are right. So far as the teachers and we believe the large majority of teachers are concerned, what is principally at play is the degree of responsibility and professional freedom in curriculum matters which teachers at present possess. We consider that responsibility and freedom sufficiently important to adopt the stance we have taken up in regard to Mrs Williams's curriculum inquiry. To do anything less would have shown weakness and lack of concern for the principles which are at stake. If, as you say, "putting one's head in the sand",

resources between the university and non-university sectors. University numbers are in the region of 271,800 in 1980, while advanced FE and polytechnics (including teacher education) goes up by only 5,800 to 250,000. This is a disappointing contrast to the more ideologically-inclined supporters of the non-university sector. But the official line is that the policy has remained unchanged. It is still intended to press ahead with the development of the public sector as fast as possible.

But given a smaller total expansion on the one hand, and the practical difficulties arising from the cut-back in teacher education on the other, the present targets are the most ambitious that the non-university institutions could be expected to achieve. The most rapid expansion of FE will still be taking place in "advanced FE other than teaching"—up from 130,300 in 1976-77 to 181,000 by 1981-82.

Mrs Williams, in her Birkbeck

Letters

As you suggest, perhaps you would indicate which professional bodies you would deem it worth fighting for. Given your present attitude, I cannot think of any issue you would consider worth fighting for.

As to the desirability of the Secretary of State intervening, can we get the matter straight, so that your readers are not misled as to the union's attitude? First, the inquiry by the DES which you say will be used by the DES as a means of checking on the L.E.A.s, information. We have supported that inquiry. Second, the supply of teachers, which the Secretary of State herself used as one of the ostensible purposes of her inquiry. The union not only supports the present DES survey, which is intended to obtain, exactly the kind of information the Secretary of State has been referring to, but the DES was prepared to agree to it. Indeed, it was the DES which eventually delayed the survey and cut down its size on grounds of cost.

Our divisions will be submitting their own memoranda to L.E.A.s on curriculum arrangements, and will be asking for full consultation. As to the L.E.A.s, we have urged them to send memoranda to the Government on their curriculum arrangements, rather than to answer the Department's 57 questions. We believe this is the appropriate way to resolve local circumstances needs and problems, and to provide the DES with information on present curriculum arrangements, and does not present the risks which the DES document, inevitably presents.

FRED JARVIS,
General Secretary,
National Union of Teachers.

Wanted—a strategy for 16-19s

Sir—The path of educational development since the Second World War is littered with the whitening bones of committees and commissions, glibly memorials to those virtues and vices of the planning, the future of that system of public examinations which determines so many of our objectives. These puzzles cannot be solved one by one, nor are they soluble from strategic questions about the compulsory stage of education itself, or the evolution of higher education in the universities and polytechnics.

The Great Debate and Green Paper demonstrate that we cannot again have an educational policy (or conceptual framework within which to place it). Nor can we rationally divide responsibility to L.E.A.s, parents or schools. Nothing would do more, both to restore and to immediate middle and to ill-considered commission to examine the provision of education and training for the 16-19 age group, to assess the appropriateness of that provision, and to make recommendations.

HARRY JUDGE,
University of Oxford Department of Educational Studies.

between education and training, the competing emphases of continuous or continuing education, the implications of a falling birth rate, the planning, the future of that system of public examinations which determines so many of our objectives. These puzzles cannot be solved one by one, nor are they soluble from strategic questions about the compulsory stage of education itself, or the evolution of higher education in the universities and polytechnics.

The Great Debate and Green Paper demonstrate that we cannot again have an educational policy (or conceptual framework within which to place it). Nor can we rationally divide responsibility to L.E.A.s, parents or schools. Nothing would do more, both to restore and to immediate middle and to ill-considered commission to examine the provision of education and training for the 16-19 age group, to assess the appropriateness of that provision, and to make recommendations.

HARRY JUDGE,
University of Oxford Department of Educational Studies.

Who's for French?

There is a lot of good sense in the National Union of Teachers' considered comments on the Green Paper (page 3). It is absolutely right to emphasize the importance of the teacher's professional judgement in interpreting the curriculum according to the individual circumstances of the pupils and the social context. It is right, too, to point out the naive over-simplification which creeps into the discussion of a curriculum unless there is a clear definition of which activities are, or are not, subsumed within the term "curriculum".

The NUT plumps for a broad definition of the curriculum as "far more than a collection of subjects". In so doing it opens the door to those who say that the curriculum is not a single professional group. It also follows from what the union says about other resource planning activities outside the teacher's legitimate control that they should affect institutions across the board, not just those in the non-university sector.

Politics: start them young

Sir—The HMI's document (November 25) arguing for the need for a reason-based political education for 11 to 16 year olds is certainly to be welcomed for emphasizing an item which seemed, unaccountably, to get left off the agenda for the great debate.

But if we are going to start now doing some radical thinking about the provision of political education in schools, perhaps we should ask those who say that there is no need for it, why wait until the secondary school? There are at least three good reasons. First, for starting some kind of political education in the primary school.

(1) Any politically intelligent observer can confirm that primary school children do operate with political concepts and embryonic forms of political activity. They have views about politically related matters close to their hearts. They count as a fair share, sex differences, and how these might or should relate to work rules, etc., as well as more direct issues, e.g., what the Queen and Prime Minister do, other peoples, and topical events.

Research confirms this too. Why shouldn't the skilful teacher get to work refining and developing these? (2) These children often hold views which are quite unbalanced and which are quite unbalanced and which are quite unbalanced. And these attitudes, we are told, are relatively impervious to systematic

But are we ready for it?

Sir—I applaud your decision to print the complete text of the discussion document on political education in schools produced by the Inspectorate. You point out in your own comments on that paper, rightly in my view, that "it is clearly time for some decisions to be made not just on whether, but how the subject should be taught in the classroom."

To this end, I strongly advocate that the document be required reading for all teachers, governors and senior students in schools. Once the real drift of the inspectors' final three or four paragraphs is understood, there is going to be an undoubted furor among teachers—and possibly parents, too!

Quite rightly, the inspectors underline the consequences of genuine political education. Children will no longer expect to be fobbed off with mere political theory or descriptions of part political institutions and political education. It means anything at all must include involvement in school management.

PHILIP GOODHART,
House of Commons.

Scandal of empty shelves

Sir—Your admirable reports (November 18, 25) on book provision in schools ended with the concluding call for an urgent investigation of levels of provision. Four years of inflation and cuts later, nothing has happened.

How true that comment is. Chapter 21 of the Bullock report called for the establishment of a standing working party recruited from both the Department of Education and Science and local education authorities to investigate the allocation of resources to schools. The report made it clear that the Secretary of State's first task would be to recommend the minimum figures for book provision.

During an adjournment debate in the House of Commons on May 13 on the provision of school books, I asked the Under-Secretary of State, Margaret Jackson, why the standing working party had not been set up. She said that the publication of the report and the publication of the report had not been set up. She said that the publication of the report and the publication of the report had not been set up.

Edinburgh Reading Tests

A series of diagnostic teaching aids sponsored by the Scottish Education Department and the Educational Institute of Scotland.

All four Stages are now available. These tests are straightforward to administer and simple to mark. In comparison with other group tests, however, they assess a wider sample of the skills that make up reading competence. They will, therefore, help the teacher to appreciate more clearly both the general attainment and the particular strengths and weaknesses of each child.

NEW		
Stage 1—for ages 7 : 0 to 9 : 0	0 310 18707 7	
Form A £3.50 per 20 copies	0 340 18710 0	
Form B £3.50 per 20 copies	0 340 18714 X	
Manual of Instructions £1.25	0 340 18716 6	
Specimen Set £1.50		
Stage 4—for ages 12 : 0 to 16 : 0		
Test Booklet £4.50 per 20 copies	0 340 18708 5	
Manual of Instructions £1.25	0 340 18713 1	
Specimen Set £1.50	0 340 18717 4	

Discipline the most serious problem

The National Association of Schoolmasters-Union of Women Teachers said today that the whole of the Green Paper for Education emphasises the "crucial importance of good discipline."

If there was one single factor which contributed to most of the educational problems of today it was the serious decline in discipline in schools, said the union's response to the Green Paper.

"The nation has no right to expect schools to enforce standards of behaviour which society refuses to accept, and in some cases actively undermines."

The union's comments deal with the Green Paper section on teachers. Agreement is expressed with the contraction of teacher training, the movement towards an all-graduate profession and the need for in-service training.

But local authorities would have to be honest, the union says. "It is illogical, and immoral, and should be unconstitutional for local authorities to claim rate support grant money for education and then, having received it, spend it on other services."

Teacher training should be placed in universities and polytechnics, the union asserts, and teachers should work for a time in industry after entering school. "This might be part of an in-service course, it is suggested, and should last for at least one year."

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

NUT lashes out on curriculum: Heads 'seethe with cold fury' over differentials

by Stephen Cohen

The National Union of Teachers today published its comments on the Government's Green Paper on education. Parts of the Government's proposals are welcomed by the union but others are criticised.

Major concern is expressed about the school curriculum and the omission of any proposals on financial resources. The union believes that the regional conferences which preceded the Green Paper did not produce any substantial agreement on what needed to be done to improve standards in schools.

The NUT response, contained in a 32-page booklet, examines the recommendations made by the Government, jumping in with both feet, the union asserts that the Secretary of State for Education "no longer believe that the Government should be debating the direct involvement of the curriculum."

The Green Paper, the union says, clearly describes their intention to establish a framework for the curriculum and also to achieve an agreement as to whether there should be a core or protected part of the curriculum and the role of the teacher in curriculum development in the best interests of pupils, the union believes.

"It is necessary to distinguish between the natural and legitimate interest which the local education authority, governors and parents have in the curriculum and the worthwhile trying to marry knowledge and attitudes at the early stage. We have nothing to lose and everything to gain in the development of a rationally based political view."

(2) Commitment to democracy commits one to a belief in the basic equality of all citizens. Where political knowledge is concerned, though research seems to show that boys are more politically knowledgeable than girls and middle class children than working class ones.

These differentials should disturb any democrat. Much of the political education in the primary school does much to reduce them. It is to be regretted that the political education until 11 it may be too late for some girls and working class children. They may already see it as "not for them". Society's stereotypes may be too strong for the boys who are often politically literate through argument.

If there is anything in these arguments, then we shall have of course, in turn, to take a radical look at the implications for our teacher education programmes. Political education for teachers will have to find a place on the agenda. PAT WHITE, Senior lecturer in philosophy of education, University of London Institute of Education.

But are we ready for it?

Sir—I applaud your decision to print the complete text of the discussion document on political education in schools produced by the Inspectorate. You point out in your own comments on that paper, rightly in my view, that "it is clearly time for some decisions to be made not just on whether, but how the subject should be taught in the classroom."

To this end, I strongly advocate that the document be required reading for all teachers, governors and senior students in schools. Once the real drift of the inspectors' final three or four paragraphs is understood, there is going to be an undoubted furor among teachers—and possibly parents, too!

Quite rightly, the inspectors underline the consequences of genuine political education. Children will no longer expect to be fobbed off with mere political theory or descriptions of part political institutions and political education. It means anything at all must include involvement in school management.

PHILIP GOODHART,
House of Commons.

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

schools individually and jointly, of inter-school collaboration on such matters, and of the other means by which schools cooperate and relate their courses but which do not form part of any formal coordination procedure administered by the local education authority."

The Government is also confused about what the curriculum actually is, says the union. "Throughout the Green Paper, references to the curriculum are made in terms of subjects. The curriculum, however, is a complex of guided studies designed to encourage literacy, numeracy and language, to develop academic and practical skills and to nurture qualities such as self-reliance, integrity and enthusiasm."

The notion of "protected parts" of the curriculum is also misleading. "The Green Paper describes reading, spelling and arithmetic as 'protected parts' of the curriculum which need to be protected, and it highlights the importance of basic numeracy and literacy at the primary stage. Most teachers would argue that literacy is involved whenever children read or write, and numeracy is involved whenever children count, weigh, measure or design. They thus form almost the whole, rather than the core, of the curriculum."

The only way that the Government can protect basic skills, the union says, is to provide more money for local authorities to employ more teachers, reduce class size and improve capitation levels.

The performance of schools, which the Green Paper said should be accountable to the local authority and community, comes in for special mention in the NUT document. "Performance" is not defined by the Government nor by the Education Acts, the union says. "It would be misleading if the performance of a school were based simply on examination successes or on other externally assessed levels of performance without taking full account of class sizes, staff levels, equipment, capitation, the nature of the school buildings and many other factors."

It is pointed out that the Green Paper fails to recognize that a profession or group can be held accountable if it is not able to exercise full responsibility for the professional skill and expertise.

The union says it is not opposed to a review of the curriculum but the Green Paper proposes a review of existing practice as a preliminary

contractor of teacher training, the movement towards an all-graduate profession and the need for in-service training.

But local authorities would have to be honest, the union says. "It is illogical, and immoral, and should be unconstitutional for local authorities to claim rate support grant money for education and then, having received it, spend it on other services."

Teacher training should be placed in universities and polytechnics, the union asserts, and teachers should work for a time in industry after entering school. "This might be part of an in-service course, it is suggested, and should last for at least one year."

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

A pay policy, backed by cash limits on the amount of extra grant given to local authorities for inflation and pay awards and subject to heavy government surveillance was not the way to do justice to teachers, whose standards of living had suffered.

The teachers' pay claims will be put to the employers in January. "We will be asking for certainly not less than the 'going rate' and that includes settlements in the private, as well as the public sector, and of which are already over 10 per cent."

The Houghton report in 1974 established that teachers' pay should be related to other groups in the economy as a whole and this is one of the things on which we shall be basing our pay claim."

Rank and File, the group of left-wing members of the NUT, denounced the common percentage claim this week and urged the union to call a special salaries conference so that the membership could discuss figures.

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

After keeping quiet while other teachers unions put forward their pay policies, the Headmasters' Association said yesterday that it will press for the earliest possible restoration of salary differentials.

Members of the association, which, together with the Association of Headteachers represents nearly 3,000 heads of secondary schools, have been "seething with cold fury" at the erosion of differentials, said a statement.

Pay restraint and flat-rate rises of previous years have cut the purchasing power of heads' salaries by 23 per cent, it claimed. Deputy heads, who were in 1974 awarded an average of 75 per cent of heads' salaries, now receive 63 per cent.

The result is that the numbers applying for headships are in decline and the country is being starved of its potential leadership in schools."

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

Marking at home is work—appeals tribunal

Marking books and preparing lessons at home were officially classified as work this week. The employment appeal tribunal ruled at home, although unpaid, can be taken into account when calculating the number of hours a teacher works in school in order to achieve entitlement to employment protection.

An Essex teacher, Mrs Jane Lake, lost her job with Essex county council in August last year. She claimed she was unfairly dismissed, but an industrial tribunal said it was not an industrial tribunal case because she was employed for less than 21 hours a week, which was

Hodder & Stoughton

Dept. E1248R, P.O. Box 702, Mill Road, Eton Green, Sevenoaks, Kent TN13 2YD

More help urged for musically gifted

by Hilary Finch

Musically gifted and talented children should be identified and encouraged at the earliest possible stage, says the report of the committee of inquiry into the training of musicians, which was published this week.

Opposition to the provision of facilities and support for them on the grounds of "elitism" is "wholly misguided".

L.e.s.s should subsidize private lessons more widely. They should also draw up panels of recommended local instrumental teachers for work in Saturday and evening music centres.

The committee, which was set up by the Gulbenkian Foundation under the chairmanship of Lord Vaizey, recommends that promotion prospects for music specialists be improved, that prospective teachers be more closely integrated into school life and that music specialists should be encouraged to pass on their skills to non-specialist teachers.

At secondary level, L.e.s.s should be flexible in providing musical training more appropriate to the circumstances of each pupil. This would mean being prepared to support their gifted children at specialist music schools.

The five existing schools (Chetham's, Manchester, Yehudi Menuhin School, Purcell School, Wells Cathedral School and St Mary's, Salisbury) should be assured of financial security. They should either become direct grant schools (like the Yehudi Menuhin School) or be maintained by L.e.s.s with expenditure on "out-county" pupils recoverable as for other special schools.

More experiments like that at Pimlico School (where specialist music wing is incorporated in a comprehensive) should be considered by L.e.s.s in the larger conurbations, care being taken not to duplicate existing specialist schools. The report recommends authori-

Lord Alexander resigns

Lord Alexander, formerly secretary of the Association of Education Committees, has resigned from the DES consultative committee on the Assessment of Performance Unit because he believes the work now being started by the unit could be used by a future Secretary of State to take control of the curriculum.

In his letter of resignation (which has not been published) he explained his misgivings to Mrs Shirley Williams. In reply she repeated her assurance that this was no part of her policy. Lord

By all accounts the Pied Piper of Hamelin was not a wholly inviolable man. But he did manifest certain virtues. He got rid of the rodents before he disposed of the children, and he sought to honour his verbal contract with the rat-payers of Hamelin. When teachers tell children a thousand years hence of the plague of pipers which infested the shire, L.e.s.s of England in 1977, they will not be able to claim for them a similar sense of priorities nor comparable business honour.

Our new pipers have a technique of their own. If the rodents have been gnawing at the fabric of education, the course is to eliminate not the rats but the children. If children have no new books, little paper, and poor equipment, they may be incited to truant, if they cannot be given meals, because there is no one to supervise them, they may not return after the lunch break. And if there are no discretionary grants, they cannot proceed to further education and continue to consume scarce resources. In every way, money is saved. Away with the children.

As for the rat-payers of the counties, they were told that the objective was greater efficiency and the reduction of waste. It is true that they were not told that these principles translated into practice as savage cuts in discretionary areas and a reduction of standards in the compulsory sector. But in a sophisticated democracy, the electors should clearly have guessed for what it was they were voting.

In any case, "good" families in "good" areas should not suffer, since the PTA can always make up the shortfall in L.e.s.s expenditure. (If some areas are too poor to make that practicable, that is an unfortunate social fact for which no L.e.s.s could be held responsible.) If some tireless parents do not like what is happening, they can of course be kept at arm's length by bodies of governors and managers packed with trustee pipers wearing coats of a political hue uniform with those of their Shire Hall masters. Pied pipers shall be excluded from the best educational opportunities: true-blue pipers shall be allowed to play.

Metaphor may give a heightened and too stark depiction of reality: perhaps the state of education in the shire counties is not as bad as I have suggested. But there is no doubt at all about the hypnotic effect which the persistent refrain "cut, cut, cut public spending" has upon the electors in the county council elections this year: the political colour of the pipers who endlessly reiterated it—whether or not they understood the music which they were playing.

It is certain that many of the humble bourgeois and peasants of our latter-day Hamelins do not understand the consequences of being seduced by that same plangent melody. They did not realize that the public spending which must be cut meant the education of their children—as well as their housing, the roads they use, and the care of

A loose grip on the curriculum

First steps towards greater involvement of managers and governors in the school curriculum and more central guidance on curriculum matters were taken by Surrey Education Committee last week. Their moves illustrate both the importance and the limitations of attempts to coordinate curriculum ideas at local authority level when there is no direct election against them by the teachers.

Acting on a report from the county's modern languages inspectors, the committee recommended to all middle school managers that their schools should offer a two-year foreign language course amounting to about 120 hours.

At the same time it agreed to receive reports from other inspectors on subjects like science and maths and to provide governors and managers with further guidance on the assessment of their schools.

The greater involvement in the curriculum by managers and governors is in line with the new role outlined for them in the Taylor report according to Mrs D. W. Sibthorp, chairman of the schools sub-committee. Her committee, she said, would be taking a closer interest in curriculum and standards in the future. They did not intend to poach on teachers' professional preserves. They just wanted to find out what was happening in schools.

Teacher representatives on the education committee were perturbed by the middle school language proposals. This was partly because they understand the need for some uniform approach to languages in middle schools, especially where a number of them feed into a more national middle school.

The inspectors reported that

Bob Doe discusses Surrey's move towards a policy on language teaching

middle school French courses could vary from as much as 300 hours over four years in one school to only 30 hours in the final year in another.

But the teachers, it seems, thought they were merely agreeing to a strengthening of the case of head teachers who want more language teachers. Shortages of these are the cause of the wide disparity, they say.

Mrs Ruth Bradbury, head of Queen Elizabeth School, in Woking, and a representative of the National Union of Teachers on the schools sub-committee, said her school received children from three middle schools. Only two had French teachers on their staffs full-time.

The third had a French teacher for only one day a week. This meant a wide difference in what children were transferring from each school to a new one.

"The county council do not understand that the curriculum cannot be covered adequately unless there is adequate staffing," she said. That was the point she thought they were making. There was no real discussion about the recommendation would be addressed to. I thought it would be just a through normal channels."

Surrey's modest attempt to achieve a central, and on the face of it a more national, middle school language policy illustrates just the

sort of limitation facing central policies such as those asked for in the Government's curriculum review last week or any of the ideas about a common core.

Given the apparent docility of local teacher unions and the fact that Surrey already has a considerable number of school language "policy", all the schools would use the same book - achieving the modest minimum levels of teaching everywhere in the county is going to be difficult even without practical school-by-school issues like staffing.

To the NUT this means more staff, but a more unworkable solution to both the teachers and the managers probably - would be to re-allocate staff from schools apparently over-endowed with well-trained teachers.

In just the same way the widely acceptable proposal canvassed in the DES curriculum review that all children should continue with maths until they are likely to fall down unless there are enough maths teachers.

So far Surrey has made to attempt to lay down central policies for secondary school large teaching, though its inspectors found the same variations in policy here as in middle schools. HMI also complained about it in their recent report on language teaching in comprehensives.

At present only about half the secondary schools in Surrey follow a five-year language course. But any standard L.e.s.s policy here would have to take into account not only staffing difficulties, but the questions of who was to benefit from such courses and what aims were to be pursued for different ability groups.

Save on GCE plan scrapped

Stockport has abandoned its money-saving plan to limit all children in the borough to seven O levels.

The education committee has responded to a statement from the authority's secondary school head that the move would be unwise. For their part, the headteachers have promised the L.e.s.s that they will scrutinize the entrants for all examinations even more carefully than before.

The week the Department of Education and Science said it was writing to the authority warning it that the plan went against the requirements of the 1944 Education Act.

The authority had calculated that it could save £3,500 of ratpayers' money in exam entrance fees. Parents and exam had protested strongly about the decision, saying it would be particularly detrimental to the more talented students who had been working enthusiastically for more than seven subjects.

Tameside in new selection row

Tameside's plans for going comprehensive do not meet with the approval of Mrs Shirley Williams, the Education Secretary. This week she wrote to the authority explaining her objections and asking for a meeting to discuss them.

Tameside has been slow to come up with its comprehensive proposals which it is obliged to make under the 1976 Education Act. It is one of the last rebel Conservative authorities to submit its plans, and has done so only under some pressure. It failed to meet the first deadline in May this year and even subsequently failed to meet the second by 1981 after a stiff letter from Mrs Williams in September.

The long-awaited report has allegations of sex discrimination in favour of boys. It was published last week and contains a number of proposals which the authority did not favour. In the report, the authority said it would be reviewing the proposal to transfer to a new school.

The report of the investigation, which was carried out by the Equal Opportunities Commission after complaints from parents, clearly shows that the authority is not doing its best to provide a comprehensive education for all children.

The authority's proposals are to keep the schools as they are but to drop the selective system. This would mean the five grammar schools would become 11 to 15 comprehensive schools and the 16 secondary schools 11 to 16 comprehensives.

PERSONAL COLUMN

Gerry Fowler
Pied pipers of the shires

My own Shropshire L.e.s.s, a good example of the new regime, has for some time been committed to a cut of £80,000 in planned educational expenditure in the coming financial year. This follows some five years of over-lighter economy, with a steady reduction of the sum allowed per pupil for the purchase of books, stationery and equipment to less than half its 1973 value. Many schools have not been painted for 10 years. The number of discretionary grants for FE students has declined, pupil-teacher ratios have in some areas marginally deteriorated, and there is little in-service education and training of teachers.

Some would argue that this is the fault of the Government. I do

not know whether the chairman of the education committee in Shropshire would be among that number. Since the system of corporate management now used there, as in so many authorities, seems to reduce the holder of that office to public silence if not private impotence. The chairman of the policy and resources committee certainly advances that view. And he is the bell-wether of the council in what is after all a sheep-farming area.

There is indeed much evidence to suggest that last year's settlement of the financial support from central to local government bore hardly on rural education authorities. But I can only explain the determination of the Shropshire L.e.s.s, and many like it, to impose further cuts this year. What is the evidence for that proposition? Simply that at scale of the reduction in educational expenditure was determined by the county council months before the level and distribution of government support for local authorities were announced, and equally a long time before the effect of falling interest rates was clear. The rate at which local authorities finance and refinance loans is crucial to their forward planning; they have of late found themselves many millions of pounds more profligate than they expected to be.

Next year's level of support from central government to L.e.s.s will be comparable to last year's. There are extra sums for the employment of some 7,000 more teachers nationally, despite falling rolls. There

Militants frozen out by 'return to reality'

Only one sprinkling from the cruiser summer of 1968 flavoured the National Union of Students' conference at Blackpool at the weekend.

The gesture was made around midnight on Friday. The 700 delegates had learnt that 19-year-old Emmaus had found one of the Northern Ireland representatives, had been detained under the Prevention of Terrorism Act as he stepped off the aircraft at Blackpool Airport and was being held at St Anne's police station.

When the debating finished (they do have their priorities, the Tories do) the cry went up: "All to St Anne's" and the minibuses bumped the five miles along the coast road.

But they carried no more than 100 delegates whose passions were quickly cooled, then chilled, by the dark, icy wind off the Irish Sea as they stood outside the police station. After about an hour they shivered off back to their hotels.

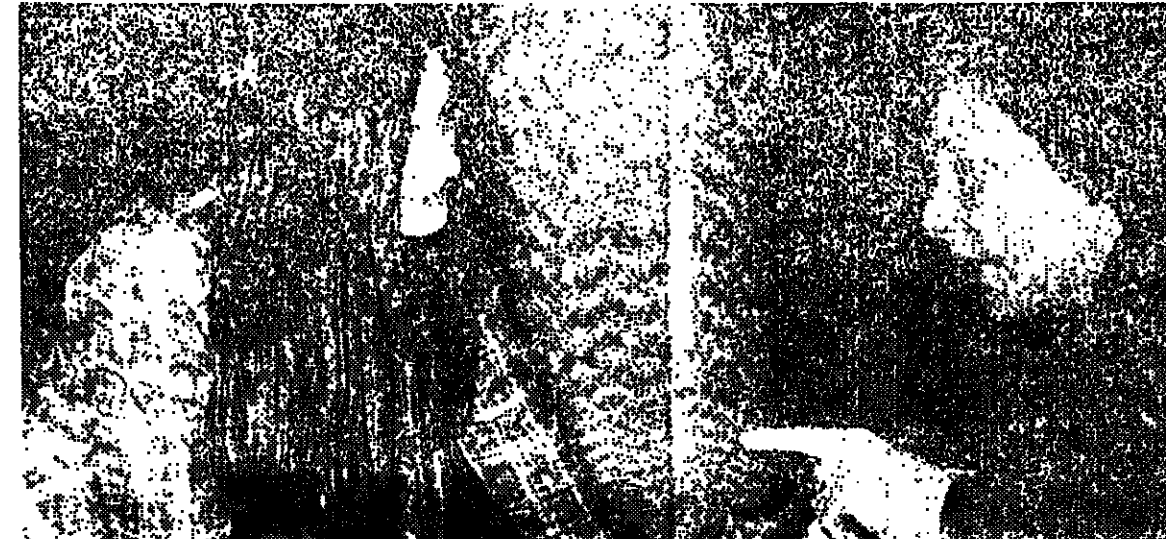
The turn-up meant that one of two of the Far Left militants came resolutely anyway. Emmaus was not in St Anne's but in Blackpool, it turned out. And it as the NUS executive's approach to Shirley Williams, who in turn telephoned the Home Secretary, which secured Emmaus's release, although it was a gesture, however desultory, in the streets.

The episode was symbolic of the change in character of the NUS which came out of the conference. For a time at least the attitude of "I don't agree with you, even so I'll bring you down" was replaced by a readiness to walk along the corridors of power to those who hold it, sit down and negotiate and realize that compromise gains something, confrontation nothing.

This change of approach was demonstrated by the conference resolution that the students' use of public money and the public has a right to look at how they spend it; that holders of unspeakable opinions are better beaten in open debate than beaten up - so the "in platform for racism" policy of the past three years, but not the Jewish societies, which are Zionist, should be tolerated or offending unions suspended from the NUS; and by the decision, possibly the most indicative of the new mood, which was to set up a small review body which will look at how the union can realistically expect to achieve and scrap anything it cannot.

This will mean less preoccupation with student entertainment, less effort and expense on finding vacation jobs for members, second

NUS conference, Blackpool



First ladies eye to eye: Sue Slipman (left) and Shirley Williams.

thoughts before affiliating to every "solidarity with..." campaign that is born, a critical look at the number of conferences the union has (educational journalists and Blackpool Winter Gardens' closings will hold their breath for that one) and less activity on civil liberties.

This is inconceivable now, remembering that for some time after that blissful dawn of 1968 nobody beat a more frequent path to the door of the National Council of Civil Liberties than NUS militants, complaints of victimization on their lips and paving stones still in their hands.

Now they would be told, in the words of the resolution adopted last weekend, that "campaigning... is not a basic function of a union organization in itself", although it was all right provided it was confined to improving students' welfare and securing student representation on all education issues necessitating research and analysis.

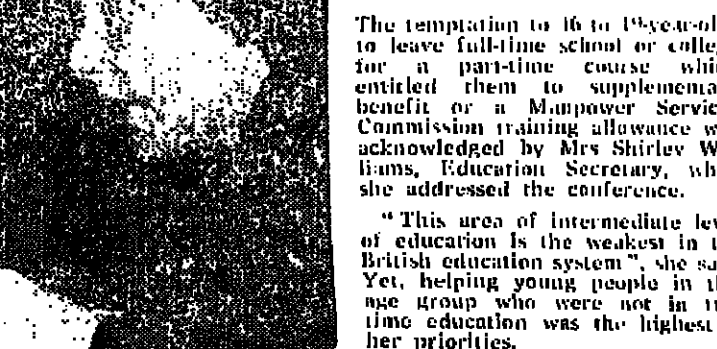
The NUS can afford such confident expectations. The research behind some of its recent documents, such as the one on local authorities' attitudes to discretionary grants, has been impressive.

Explanations for what Mr David Wilks, chairman of the Federation of Conservative Students, called last Sunday "the return to reality" of the NUS are not difficult to find. The collapse of the union travel company last year was like a bucket of cold water over a party which thought the night was still young. It concentrated the minds of NUS leaders worldwide.

At the same time the problem of new jobs for new graduates and newly-qualified teachers was beginning to reveal its magnitude. Agitation on behalf of this group or that, on this side of the world or the other, was seen to be too luxurious an age when there were more jobs about than there were graduates to fill them. Bread and butter concerns began to predominate.

Less spectacular, but no less significant in its effect on student politics, has been the growth of the

Shirley sets out her list of priorities



The temptation to 16 to 19-year-olds to leave full-time school or college for a part-time course which entitled them to supplementary benefits or a Manpower Services Commission training allowance was acknowledged by Mrs Shirley Williams, Education Secretary, when she addressed the conference.

"This area of intermediate level of education is the weakest in the British education system", she said. Yet, helping young people in this age group who were not in full-time education was the highest of her priorities.

"In addition to the financial difficulties, the profusion of qualifications in this area is very complex and it is not always a simple matter to obtain good advice. It is to be hoped that before too long some of the jungle will have been cleared and simplified for the Technical Education Council and the Business Education Council."

Against a continuous background of shouting and heckling from about 100 left-wing students, Mrs Williams said she was also aware of the hard position on sandwich course students who were charged full fees by their colleges while away in industry.

"We shall be recommending to universities and polytechnics that in future sandwich students should pay only the costs of supervision and organization during their industrial year."

Reminding hecklers who were in higher education that they were the most highly privileged in the system, Mrs Williams gave an assurance that tuition fees would not rise in real terms next year. But objectors to the differential fees charged to overseas students should face the question of how places were to be rationed.

"Should we let only those in who can pay the full cost? Or do we maintain the uneasy compromise of a low tuition between what cost and the full cost?"

Already 12,000 overseas students were being helped by bursaries mostly provided by the Ministry of Overseas Development.

The NUS, she said, had always insisted on being listened to by the Government. "The union should exert the same right to others and she regretted that some unions had withdrawn support from Jewish societies.

The NUS should help to combat the activity of racist groups trying to influence schoolchildren. Many of them are much more willing to listen to the views of people like yourselves, who are only a few years older, than to the older generation."

Reports by Bert Lodge

Polys press for equal shares

The Committee of Directors of Polytechnics wants to put to Mrs Williams, Secretary of State for Education, the polytechnics case for a larger share of student numbers in 1980.

The move comes in the wake of new figures for higher education places which the government was to announce in the 1972 White Paper. Framework for Expansion for an equal share of numbers between the universities and the public sector institutions by 1981.

Last week Mrs Williams told the Commons that the government was to peg advanced further education places in polytechnics and colleges in 1981-82, while allowing universities to increase their numbers to 310,000.

The committee feels that this is an uneven handed "policy towards student numbers. It sees Mrs Williams' failure to set a precise target within the advanced and further education total as an ominous sign. These factors, taken together with the recent announcement that the universities are to receive a grant programme which the DES is to allow local authorities to "provide a small increase in the resources allocated to polytechnics",

have led to fears that the distinctive contribution made by polytechnics within the advanced further education sector could be eroded.

The new projections mean that university student numbers should rise from 272,000 in 1976-77 to 310,000 in 1981-82—an increase of 14 per cent.

Scottish advanced further education and teacher training places would rise from 27,500 to 31,000 (a 13 per cent increase), teacher training numbers in England and Wales would drop from 66,500 to 38,000 (a drop of 56 per cent), and other advanced further education places in England and Wales would increase from 130,000 to 181,000.

Thus, although the advanced and further education sector in England and Wales, which includes polytechnics, would increase by 39 per cent, there is to be a massive percentage fall in the number of teacher training places.

Dr Suddaby says that the percentage increase for the university sector is calculated from a larger number (the total number of students) than that for the advanced further education sector. "This means, he says, there would need to be a larger percentage increase in polytechnics for relative student numbers to start approaching equality.—THESE.

Oxford elevates Halsey to chair

Dr A. H. Halsey (above), director of the department of social and administrative studies at Oxford University, has been appointed professor.

Dr Halsey started the department in 1962, one of just two staff, and has built it up until it now has 25 members. Oxford has however always been very cautious about giving the full panoply of academic recognition to new subjects, and Dr Halsey's appointment is to a personal chair. By making this appointment in this way, the university has acknowledged Dr Halsey's personal eminence without putting its seal of approval on his subject.

Brainy girls are still able to head for the top

As many girls are going into higher education as ever contrary to speculation that the numbers might be reduced by college of education closures, according to Mrs Shirley Williams, the Education Secretary.

Girls with two A levels can choose from a wide range of degree courses, including those offered by former education colleges, she said in a lecture at Birkbeck College, London, last week. Girls with only one A level will be able to apply for places on FEED or technical courses in vocational subjects. They should consider careers in engineering and other subjects traditionally dominated by men, she said.

Mrs Williams also referred to the increasing middle-class domination of higher education. Nearly half the applicants for universities, polytechnics and other institutions are the sons or daughters of professional people, administrators and managers, she said.

These middle-class candidates gathered ground between 1970 and 1975 when their proportion grew from 44 per cent of student recruits to 51 per cent. However,

The Prime Minister wants schools to have close links with industry. Industry beams the quality of school leavers. Teachers get slated for persuading pupils to opt for anything but an industrial career. Everyone is in on the act but is anyone acting?

Surprisingly the answer is Yes. And, in response to the moaning minnies who have been urging that something should be done about the dreadful state of relations between school and work-place, it is even more surprising to discover that every year for the past 12 years hundreds of teachers have been taking time off from the classroom to go into factories and offices to see what life is like beyond the classroom door.

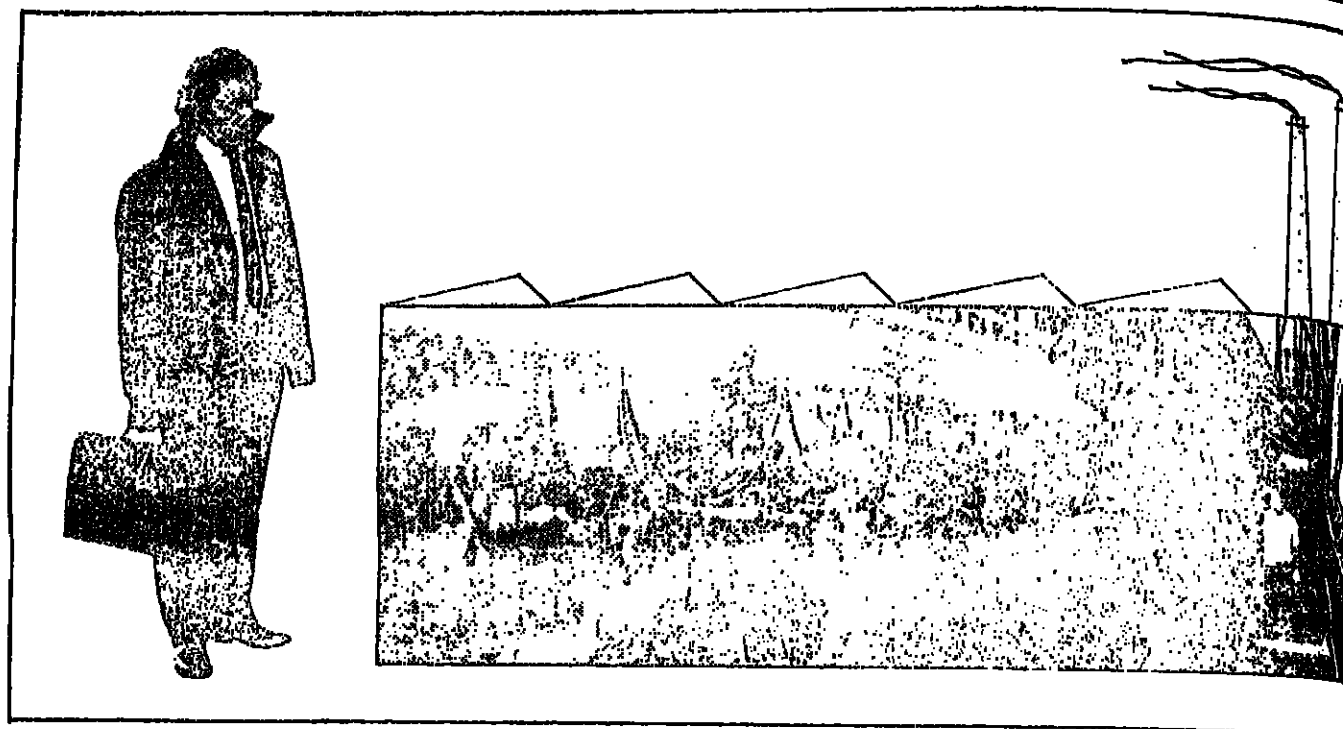
The Confederation of British Industry started a scheme in 1966 to introduce teachers to what the CBI likes to call working life. For three weeks at a time teachers have been going into organizations ranging from Rolls Royce to Fantastic Foundations, from the British Aircraft Corporation to Kleeneze, from W. D. & H. O. Wills to Preston Royal Infirmary.

They can work at a bench, in the accounts office, drawing room, on the production line or follow part of an apprentice's training course. They can visit the heads of a company's departments without ever doing a stroke of work, just meeting and talking to get an overall picture. The design of the three-week course is open to the teacher and the company. The aim is to give teachers an insight into young people's first contact with work.

The CBI also wants teachers to gain a better appreciation of the standards employers require of school leavers. There is also the hope that employers will come to a greater understanding of some of the problems facing schools. And there is the prospect of close links being set up between schools and neighbouring companies.

The scheme is organized locally between industry and the local authority. The regional office of the CBI finds the companies, the authority produces the teachers. The cost is theoretically split between the two: the authority pays for replacement staff if they are needed, the company pays indirectly by losing production while managers and workers take time off to deal with the teacher's questions.

Applications from teachers to take part in the scheme are increasing. Last year, for example, only six came forward from the Avon area. This year teachers were turned down because there were not enough companies available. The take-up depends on goodwill from the firms and the willingness of the local authority to pay for extra staff. Avon County Council has decided to save some of the cost by insisting that one week of the scheme takes place during a school holiday. It costs £196 to obtain a supply teacher for a fortnight instead of £294 for three weeks. The rule also tends to discourage those who just want a break from school.



Stephen Cohen reports on the CBI's long-running scheme to introduce...

Mr Peter March, careers adviser for Avon, briefs the teachers before they embark on the three-week course. He suggests they think about how their school's career service could be improved as a result of meeting school leavers now in a job. And he asks them to look at the firms' demands on the leavers—are they too high in terms of ability and attainment, for example?

As a public relations exercise, the scheme works well. Teachers discover that dark satanic mills no longer exist, that rewards can be high and that opportunities for promotion can present themselves early.

They also find out that metric measurements, which have ousted imperial units in schools, are not used as widely as they imagined. Apprentices have to be taught feet and inches in the first day at their factory bench.

Mr Stuart Sykes, a Bristol head teacher, says: "In the schools we thought it was industry's job to get to know what was going on in education. In the same way, industry thought we should know that they were still using imperial measurements."

Mr Sykes acknowledges that schools have been prejudiced against industry. But now eyes are being opened and, as a spin-off from the three-week scheme, teachers and industrialists in the area are arranging one-day visits to companies and firms to make it easier for the factories to get the right people. Nearly 350 teachers will take part in this venture this year. One of the prime movers is Mr Peter James, a personnel manager from Bristol.

"There is a general feeling that trends indicate a declining standard of literacy and numeracy over recent years, and this impression we have conveyed to the schools," he says. "Many educationalists have, however, told us that this is to be expected, saying that industry is not the most popular of careers and their pupils should be going on to further full-time education or into commerce, the professions or service industries. This is the sort of trend we are trying to reverse."

"Our impression is that too much time in schools is spent doing your own thing: free speech and free action have gone too far. There just isn't enough time spent on the three Rs. Mr Sykes, the head teacher, says the first benefit from the day visit scheme is the friendly dialogue which ensues. "If you know the people you are talking to, it makes for a better relationship. We are more aware of the kind of applicants that industry wants."

So far this scheme has only been going for two years. But it has fired Avon industry with enthusiasm. The local Rotary Club has produced a directory of employers which describes the opportunities they can expect. Some firms have altered their selection tests after advice and comments from teachers. And a sixth form has proposed that a science project in school should be linked to a product in firm involved in the visits.

But while the day-visit scheme allows teachers to have a look at the menu offered by industry, it is the three-week course which gives them a full taste of working life. Mr Peter Snape, head of King Edward VI School, Taines, in Devon, went to a china clay company at Newton.

"The raw end of the business is the section of great gouts of Devon hillsides behind this mechanical operation in sales force, accountants, managers, accountants and a secretary. I was impressed by the need to be 'profits'. Mr Snape says he was impressed as a headmaster by the industry allowed for instant decisions. Unlike schools, where decisions are arrived at slowly, industry often instant answers to major problems. "Managers have interesting lives. They have total freedom to do what they like. The whole of the education system, against risk-taking. We don't encourage people to take a jump in the dark. Case-study will almost always be 'take-it-easy' jobs."

Mr Geoffrey Sawtell, managing director of the Inverere Coat Company, Newton Abbot, is worried about the transition from school to work and, in particular, the way young people are ill-prepared to cope with long hours of work. "It is extremely difficult for them to adjust to a 40-hour week after school. They get tired. It's a great shock."

Mr Sawtell also makes the telling point, since he is in the clothing business, that half the needlework teachers in his local schools have never visited his factory even though there is an open invitation. This point is echoed more than 200 miles away by Mr Jack Noblett, personnel manager of Burnley Engineering Products, Lancashire. Careers teachers do not come to his factory, he says. "So how can they tell their students what companies do if they have no idea what goes on inside them?" Invitations to teachers fall on deaf ears, he says.

Burnley Engineering Products is a highly specialized company. They make seals for Rolls-Royce turbo engines, build stand-by generators for power stations, and manufacture casings for submarine nuclear missiles. Mr Brian Lee, careers teacher from Ivy Bank Comprehensive

School, Burnley, is in the factory for three weeks. He is in the firm's training centre following the same course as school leavers. He is turning, drilling, polishing, measuring and, above all, learning. He has had his eyes opened to the importance of accuracy. A difference of a few thousandths of an inch can lead to rejection or acceptance of a machined part by the quality control staff. And when a faulty piece of work is handed back in a factory there is a forceful reminder that if it is repeated too many times, there won't be a job available for long.

"The school examination system does not let you know what failure is like", he says. "We don't tell them to do the exam again. At work, a thing is either right or wrong."

How sir left the classroom to cast light on dark satanic mills teachers to industry

"Maybe industry should go into schools, but we are not trained to talk to children. We have to get into children in the last three years of school the connection between an ideal life and reality. There is a job to be done preparing children's minds for the thought that the world goes round because people make things to move it round."

Firms are also likely to turn to experienced, trained adults who are out of work when recruiting rather than spend time on school leavers, Mr March said. But the CBI scheme is not designed to equip teachers to deal with unemployment. It is there to make sure industry gets fair treatment in schools. So how did some of the teachers react to their experience?

Mr G. P. Vaughan, an Avon head, went to a cake company. Younger workers, he said, found it difficult to come to terms with the restrictions and regulations that were essential in a food manufacturing industry. They found the long hours—up to 12 hours a day including travelling—very difficult.

Some school leavers told him they were very dependent on the good will of older workers. If they did not fit in they would not last long. Some leavers entered the factory with a "we know it all" attitude which upset the more experienced.

Mr Vaughan then went to a small engineering company. The noise was something a leaver would have to come to terms with. "An ability to use log tables seemed to be high on the list of requirements. The ability to read precise instructions was essential."

He concluded by recommending that the firm should provide work experience for groups of two pupils at a time in their last year at school and then employ the most suitable.

Another teacher, Mr K. Mabe, used his visit as an opportunity to correct the image of comprehensive schools in the minds of some senior employees in the engineering company he went to. "This aspect alone justified closer links between schools and industry", he said.

Mr D. B. Harris, who went to W.D. & H.O. Wills, the tobacco company, said industry and primary schools should be encouraged to get together as "foundations for improved basic skills must be laid at an early age."

An unbiased picture of the present and desired role of trade unions should be given in the fifth year at school, he said. He also wanted industry to publish the test papers used to select candidates for jobs.

Mr M. D. Cook, who went to Rolls-Royce, said he was surprised that the question of numeracy and literacy were "very low key". The bigger issue appeared to be that of aptitude and lack of motivation on the part of the trainees and an unwillingness to learn.

"The continual problem, however, was industry's image. In general, what was seen at Rolls-Royce did little to change this image—noise, smell, boredom, lack of democracy were all still too evident, even though everything was done to minimize them."

Mr Roger Ford, who went to Hawmer Turbine Components Corporation, Exeter, carried out a small survey among the work-force. He discovered that apprentices, trainees, technicians and other technical staff thought schools had prepared them adequately for work.

Clerical and secretarial staff, however, were very dissatisfied with their school subjects. They asked for typing, shorthand and book-keeping courses in schools. Manual workers and operators also thought their school subjects did not prepare them for industry. But they did say that physics, maths, technical drawing and metalwork courses were useful in their work.

Mr Michael McDowell went to Kleeneze in Avon. His report sums up eloquently the reactions of many other teachers on the scheme. "There is little doubt that every pupil, on leaving school and taking a job in industry, experiences problems of various kinds to a greater or lesser extent."

"As a profession we must begin to realize that this transition from school to work can have a marked effect on many adolescents. They are rarely adequately prepared for the pressures that the world of industry thrusts upon them. People are employed by a company to do a job, and in doing that job they justify their wages. "Many enlightened companies ease the school leaver into responsibility, but leavers do not know the difference between light and heavy responsibility. They only know that the work they are doing now must be right, that they are being relied upon by their fellow workers and their prospects of promotion now depend on their performance."

SPECIAL ANNOUNCEMENTS

THE NUFFIELD FOUNDATION

SMALL GRANTS FOR INNOVATIONS IN SCHOOL MATHEMATICS TEACHING

Applications are invited for grants to support innovations in mathematics teaching in primary and secondary schools. The grants are intended to support promising developments in mathematics teaching which cannot be provided from the normal school budget, to support schemes for the continued development of promising innovations, and to enable groups of teachers to work out among themselves ways of enhancing their own competence as teachers of mathematics.

Particular attention will be paid to the originality of proposals. It is not intended that the grants should be used to support normal teaching costs.

There are no application forms. Applications should include a title and brief summary of the proposed project; a description of the work to be carried out, including a brief description of the background to the project; and a budget estimate. Grants will be awarded to the school at which the applicant teaches, and proposals should be accompanied by a statement from the headteacher indicating that he or she supports the proposal and is willing to administer the award.

Applications should be sent to: — The Director, The Nuffield Foundation, Nuffield Lodge, Regent's Park, London NW1 4RS, and should arrive no later than January 2nd, 1978.

New life for axed colleges

Many surplus colleges of education are likely to be used for other educational purposes, Mr Gordon Oaker, the minister responsible for higher education, said in the Commons last week.

All but a handful of the 20 colleges or annexes that have closed since 1974 were already being used in this way.

At Alwicks, Northumberland, the I.E.A. is adapting part of the premises to assist with secondary school reorganisation. Mary Ward, Nottingham, is to be used for the "suite of Geological Sciences, Radbrook, Shrewsbury. It is to be used by Saffron Walden has been leased to the Bell Educational Trust who are interested in establishing an English language school. Wentworth Castle, Barnsley, is to become a residential adult education centre.

Coloma College, West Wickham, is to be turned into a Roman Catholic comprehensive school. Endsleigh, Kingston-upon-Hull, is to be acquired for Hull College of Higher Education. Hereford's premises will be reused for the Royal National College for the Blind, Kesteven, Grantham, is being bought by the NUT for a staff training and conference centre. Phillipa Fawcett and Furdredown, London, are in use as a comprehensive school.

Putteridge Bury (Luton College of Higher Education), Luton, is to be used for other educational purposes. Part of the premises of Saram St Michael, Salisbury, have been sold for use as a hostel for nurses. Sizingbourna is likely to be used by Kent education authority as an in-service training centre. Cutham, Abingdon, is to be used as a European school in connexion with the Joint European Torus (JET) project.

Easy does it for job seekers

A new scheme is going to help simplify job applications for student and qualified teachers. STAP—the Standard Teaching Application Programme—is being run by Middlesex Polytechnic as a service to local authorities.

A master form is available in which the applicant fills in personal details. The form is photocopied and the details specific to the vacancy written on the photocopy. The scheme is designed to save applicants time and money requiring forms and time they apply for jobs. It also aims to save local authority printing costs.

After a feasibility exercise earlier this year several authorities in the Inner London Education Authority, Croydon, Haringey, Newham, the Home Office, Richmond upon Thames, Hammersmith, South Glamorgan, Surrey, Wiltshire, Bradford, Somerset—have agreed to use the scheme. More may join in the future.

Advertisements inviting applications under the scheme will be sent to the local authority.

Further information from Douglas Dawson, STAP Officer, Middlesex Polytechnic, 20 Green Road, London N11.

Literacy drive changes course

The successor to the Adult Literacy Resources Agency—a new Adult Literacy Unit—was given the go-ahead by Mrs Shirley Williams, the Education Secretary, in Parliament last week.

The present adult literacy campaign comes to an end in March, 1978. To continue providing a focus on the needs of adults with reading and writing difficulties, the Govern-

Pressure on staff who handle the hard cases

Staff who teach special classes of difficult children have a physically exhausting and emotionally demanding job. They work with violent, disruptive children for much longer periods than ordinary teachers and often in comparative isolation.

These points are made in a report of a project carried out by the National Children's Bureau which looked at a special class of eight disruptive or withdrawn pupils who were taken to an ordinary school all the time. The project leader, Curnigh O'Keefe Jones, concluded that the teacher was not given enough support from other professionals to carry out such demanding work.

"Phenomenal demands were made on her throughout the term", says the report. "She spent eight sessions a week working with difficult children in an isolated setting. She was allowed two sessions for administration, report writing and home visiting."

"While attempting to assess full special histories on the project children we were appalled at the paucity of information routinely made available to this teacher, which sometimes meant that she had to adopt an entirely speculative approach to her work, especially when a child first entered her class."

It would have helped if a social worker had been able to deal with some of the families' demands and coordinate work with other agencies. The teacher was often distracted by telephone calls during class. On one occasion the head of the ordinary school one of her children attended rang to ask her to come and handle the child who had pulled out a knife as this was better than calling the police.

The report, which appears in the autumn issue of the bureau's publication *Concern*, recommends that teachers' centres should help staff with their difficulties, and that the Government should work out a coordinated strategy for disruptive children.

Much work was needed in bringing together different professionals; the report said. The status of the teacher in the project was devalued and her opinions not given enough weight by other professionals. "For example, it seemed that the social workers had no idea of her qualifications, experience and skills in working with disturbed children."

The report found a lamentable lack of cooperation between local authority departments. Social workers would not be automatically told if a child was placed in a special class and/or temporarily suspended from school, nor would they be asked to work with the family during this time.

Concern, National Children's Bureau, 8 Wulley Street, London, EC1, 6SP.

Taylor too costly—councils

The Taylor Report on school governors seriously underestimates the administrative cost of some of its recommendations for change, the Association of County Councils said this week.

The ACC's education committee feels it important to retain the possibility of local authority majority representation on the governing bodies, said a spokesman. Any new legislation should allow a "wide degree of local discretion" on the form and level of such representation.

The ACC is to put its own suggestions to Mrs Shirley Williams.

Caning can work, report claims

Corporal punishment is not the panacea for all disciplinary problems but it can be used to "effect learning", according to an article in the latest issue of the *School, Teacher and Career Journal*, published by the National Association of Schoolmasters-Union of Women Teachers.

Mr Edward McCann, senior lecturer in education at Seunamills College, Belfast, says most of the myths surrounding caning have been dispelled and that it does not need to be used to an aggressive attitude on the part of the pupil.

Mr McCann claims that the majority of parents and pupils are quite prepared to acknowledge the teacher's right to administer corporal punishment. But he warns that it does have "vicious effects" on a substantial minority of children who should be identified.

He concludes that the debate about corporal punishment has so far been unsatisfactory, mainly because it is an emotive issue. "What is needed is a teaching on a substantial minority of children who should be identified. The commitment to examine school discipline problems."

Nurseries to stay open in holidays

Two infant schools in the London Borough of Islington have extended hours in their nursery classes and keep them open during holidays for children whose parents are both at work.

A third school—in Camden—is likely to follow suit next year and keep its nursery class open from 3.15 pm to 5.30 pm and during vacations.

The schemes are being funded by the Inner London Education Authority together with the social services departments in Camden and Islington. Islington also employs a special officer for pre-school development on an Urban Aid grant from central government.

The ILEA is not permitted to spend money on nursery classes outside school hours, and the boroughs would have found it very expensive to have started nursery classes of their own. This way the cost is kept down. The authority provides buildings and equipment, the boroughs money for staff.

The Islington schemes have been running since September, 1976, and the Camden scheme is expected to start next year at a cost to the borough of £8,490 a year. The class will take from eight to 10 children aged three to five during term and 20 children during the holidays. The class will be 20p a session.

Mark Jackson describes how the most purposeful of the schemes so far devised for the jobless leaver went adrift.

Delays wreck office training scheme

In spite of their support for job creation and work experience schemes, most local authorities are aware that their main contribution to the problem of the teenage dole queues has been to lengthen them.

In most places, leaver recruitment has borne the brunt of cut-backs in staffing. Cheshire, for example, took on six last year instead of a former quota of about 60 a year.

At the end of August last year the Local Government Training Board responded gladly to a suggestion that it should produce a scheme for councils to train some of the jobless whom they could not themselves employ—unqualified clerks for private firms and the nationalized industries.

The proposals came from the Training Services Agency, who undertook to pay for the training. Whatever was done would have to be done quickly, it said.

A working party of the Manpower Services Commission was about to try to devise a permanent programme for the jobless young, but the local government scheme would be no part of it. This would be funded as part of the existing temporary jobs crisis programme, which was due to run out within a year.

It should be a one-off crash training course which could provide a substantial number of places for unemployed youngsters during the months ahead.

It took Mr John Conroy, the board's senior training adviser, just three weeks to produce a detailed scheme. Local authorities would be asked to take groups of their own jobless youngsters into their offices for about six months as a special form of work experience.

Unlike the youngsters in the general work experience scheme which the Manpower Services Commission was at that moment starting, the leavers accepted for the local government training scheme would get a specific training for a recognised qualification—the Certificate in Office Studies.

Each authority would be asked to recruit and select its own batch of trainees, and to arrange for them to receive formal instruction for the certificate in further education colleges. For this reason, it was proposed that only local education authorities, together with the Inner London boroughs, be invited to take part.

The vital importance of the college studies element in the scheme made it necessary for Mr Conroy to rush the plan through. The trainees would have to catch up with ordinary clerical trainees—youngsters who had jobs and were studying on day release—who had already begun their courses.

Mr Conroy was assured by colleges all over the country that they could provide four week block release courses to enable the local authority trainees to catch up—provided the courses could be running before the end of the first term.

This meant that the scheme would have to be operating before the end of November. Since the authorities would need time to digest it, decide whether to participate (which meant formal staff consultation), and recruit the trainees, they needed to be told by the beginning of the month.

The proposals went back to the Training Services Agency in October for final approval. The agency's masters, the Manpower Services Commission, gave it in December. As a result, the local authorities only heard of the scheme in January.

By then, it was too late for recruits to have any hope of completing their certificate studies within the period envisaged. And a large number of the councils were already committed to the general work experience scheme.

The Local Government Training Board had to put the deadline back a month to give authorities time to make up their minds, and the first trainees arrived in the town halls in April.

Now, just under 500 school leavers are training under the scheme. Most of them are concentrated in the few areas where the local authorities were subsidised—such as Stockport, which has 90 youngsters, and Barrow, in Cumbria.

Most of the trainees, however, did not start in April. So few—less than 100—had been recruited by the original deadline that had the scheme remained, as intended, a strictly one-off operation, it would have been a fiasco.

Instead, the training board persuaded the Training Services Agency to relaunch the operation and reset its planned. The youngsters this autumn—a year after the scheme should have taken on its full, original quota of trainees.

Mr Conroy insists that there was nothing to prevent the Manpower Services Commission from giving its approval in time to let the scheme go ahead as planned. The commission, he says, waited to permit the work experience programme—ahead of it in the pipeline—to be properly established.

"That, unfortunately, is the way institutions seem to behave. I am sure that they wanted both schemes to be a success, and simply did not realize that what seemed to them to be a sensible ordering of priorities would be disastrous.

In February when it appeared that the scheme might have missed the boat so far as the local authorities were concerned the commission told the TES that it had not held it up unnecessarily, and that it still stood every chance of reaching its objectives.

This week the commission again insisted that it dealt with the matter as quickly as it could, and denied that the timing of the work experience programme had any effect.

It would be wrong to attribute all the difficulties to the delay, says Mr Conroy. "Local authority attitudes were very mixed. In some cases they had problems in securing staff association approval because others they were worried they might be faced with union demands for extra staff to supervise the trainees.

"Some careers officers, including one principal officer, did not want to cooperate because they felt the scheme would be used by employers as an alternative to taking on their own normal quota of trainees clerks.

"But even if the scheme has not taken place on the scale planned, the quality of the training has been impressive. Apart from the benefits to the youngsters, some of the councils have learned much they needed to know about supervising and counselling young staff."

A similar scheme is now being operated in Scotland by the Training Services Agency itself. Two hundred leavers are receiving training in local offices.



Compromise plan will bottleneck in skills

The Government is to go ahead with a "second best" scheme to put industrial training on a summer footing. Mr Albert Booth, the Employment Secretary, announced this week that the proposals of the Vital Skills Task Group are to be implemented.

Under the new system the main responsibility for training will remain with employers and organizations such as industrial training boards. But the Manpower Services Commission will monitor their plans closely and move in to provide help where it is needed, to ensure that the country's overall training needs are met. The scheme is a compromise which has been reached following the rejection by employers' organizations of the commission's earlier plan for a national training scheme funded jointly by industry and the Exchequer.

The plan is based on surveys carried out by the Training Services Agency to establish the truth about conflicting reports on the supply of skilled workers. The general conclusion is that although there is no overall shortage of skills, employers' difficulties in getting hold of particular types of skilled manual workers even when unemployment is high can create bottlenecks and hold back expansion.

The task group's report says that it is in jobs involving mainly broad-based skills that the most serious imbalances tend to arise, and that they can be met more rapidly by retraining adult workers than by adjusting intake of young entrants.

"The main obligation for making the labour market work more effectively must rest with employer and trade unions," it says.

But the group insists that it is little doubt that more effectively if they have been through a system of training and education, particularly in the systematic entry of young people into long term training and education; and the encouragement of training and retraining facilities for adults; and the training to be based on both industry's needs and the individual's.

The criteria which the Services Commission will expect other training to follow under the new system are:

- Schemes of training as far as possible to be based on the account of both young people and adults, whether on or off employment.
- All training to lead to standards.
- Systematic planning of careers of young people in occupations which require training.
- Length of craft and technical training to be based on what is to be taught, with trainees to become quickly as possible the making entry age more flexible opportunities for later entry to be considered in employment.
- Organizations to publish showing the long-term, analysed manpower, training, and further education needs.

The commission will now set industrial training boards and training bodies covering the sector to submit by next autumn both their proposals for details of the help they regard that they can be implementing the following autumn. Meantime the various Government departments provided under the temporary special measure will be extended to cover training needs next year.

Transfer eased by living with teacher

Transfer from primary school to secondary could be less traumatic for children from disturbed homes if they could live with their teachers for a short time before-hand, says the King George's Jubilee Trust.

Lodging 11-year-olds in hostels for a five-day programme of outdoor activities with their new teachers showed that they benefited greatly from communal living and the responsibilities associated with it. Their subsequent school careers were significantly improved.

The trust is to try to discover if short residential courses between the ages of 11 and 12, during the first stages of secondary school life, would be better.

A key to the success of the experiment, says the trust, was the staff-pupil ratio made possible by the inclusion of volunteers from a nearby college. It provided education officers and others with valuable evidence on the importance of residential education, particularly for disadvantaged children.

Short Residential Courses. Free from the trust at 8 Buckingham Street, London WC2.

Sport Who shouts loudest gets most cake

Education. The interdependence of PE and sport must be fostered, he said.

This was recognized, too, by members of the governing bodies and the sports world. "How many hundreds of gifted sportsmen have slipped through the net because they have no basis in PE?" asked Mrs Rachel Heyhoe-Flinn, sports woman and journalist.

Somewhat contributory went outside the strict theme, but nobody objected.

Lord Alexander (ex-Association of Education Committees), who was in the chair, after a few delegates when he spoke against the idea of PE specialists in primary schools. Only the arrival of the mid-morning coffee break thwarted the impending wave of criticism.

The proliferation of award schemes worried a few delegates as did the matter of affiliation fees to schools sports associations. Mr John Pearson, who teaches at a South East London school, said he had taken over £200 of his annual budget of £1,600 in affiliation renewals.

The discussion confirmed another fact: that the strength of lines of communication between schools and local sports clubs varies enormously, that the stronger the links the better for all parties.

Award winners 'outstanding'

Three schools and a boys' club are among this year's winners of the Prince of Wales award for environmental projects in Wales. Blyth, West Side Junior School, Gwent, won for an "outstanding environmental studies project involving all subjects within the school."

A Young Farmers' Club at Craig-y-Parc School for spastics, near Cardiff, carried out work on birds in their school grounds, and Cylarha High School, Merthyr Tydfil won an award for a project on the birthplace of Welsh composer Joseph Parry. Vairad Boys' Club, Rhondda, transformed a disused chapel into their new headquarters.

Champions on skis

Lack of snow will be no obstacle to some 140 secondary school pupils taking part in a British schools' championship weekend in Edinburgh on Sunday morning. They will be using the Hillend dry ski slope.

All the skiers will twice negotiate 30 gates over a 300m course of about 300 yards. The 15 competing schools will have teams of four and the final placing will be decided by the aggregate of the best three times in each run.

Not surprisingly, the event, now in its tenth year, has been dominated by Scottish schools. Indeed, in each of the past three years Edinburgh Academy has been the team winner with Robert Gordon's College, Aberdeen, Royal High School, Edinburgh, and George Watson's College, Edinburgh, taking turn and turnabout for second and third places.

And in each of the past three years the girls' team prize has been taken by St George's School, Edinburgh. This time teams will come from as far south as Southampton (King Edward VI School) and Folkestone (Harvey Grammar).

From nearer the border there will be teams representing King Edward VI School, Margate, Whitley Bay High School and Westfield School, Newcastle.

These are in the region where Mr George Shaw is the outdoor activities adviser. It is Mr Shaw, on behalf of the National Ski Federation, who is laying plans for the creation of an English schools ski association.

£1m for new loo's

Leeds City Council is to spend £1m to equip all their 40 schools with modern indoor lavatories within two years.

People

Schools
Mrs K. M. Hughes, deputy head, Stamford Street Gilbert of Scrimingham CE (Controlled) School, Lincolnshire, is to be head of Grantham Narrows CE (Aided) Infants' School, Lincolnshire.
Mr J. R. Wright, deputy head, Wood Farm Junior School, Boston, is to be head of Helpringham County Primary School, Lincolnshire.
Miss F. N. Morris, deputy head of Eaton CE School, Leicestershire, is to be head of Greatford CE (Controlled) School, Lincolnshire.
Mrs J. V. Davies, assistant teacher, Ferrers Primary School, Leicestershire, is to be head of Osbourne County Primary School, Lincolnshire.
Mr Garry Jones, deputy head of Henry Compton Boys' Comprehensive, Fulham, London, is to be head of Charlton Boys' Comprehensive, Greenwich, London.

Universities
Dr Michael John Morgan, lecturer in psychology and a fellow and tutor of Queens' College, Cambridge, to a chair of psychology at the University of Durham.
Professor Phyllida Par-tee, professor of social work in the University of Aberdeen, to the chair of social work at the University of Bristol.
Dr Ian Simmons, reader in geography at the University of Durham, to a chair in geography at the University of Bristol.
Dr Robert F. Dearden, reader in the philosophy of education, University of London, is to be professor of education and head of the department of history and philosophy of education at the University of Birmingham.
Professor W. Elkann, professor and head of the department of economics at the University of Durham, to the chair of economics at Brunel University.

Gebhard still top sailor

For the second time this year Dave Gebhard, of the dominant yachtclub in the students' sailing championships, run by the British Polytechnic's Sports Association and the British Colleges Sports Association, won the Enterprise class. Gebhard won the race of four races at Plymouth to beat Scott Walker (Leeds Polytechnic) into second place. Third was M. Bromley of the Polytechnic of Wales.

In the spring of this year, also in Plymouth, Gebhard was an easy winner of the Enterprise class in the inaugural poly-colleges championship.

Steve Pyatt, of Portsmouth Polytechnic, narrowly beaten in the Lark class in the spring, went one better this time. He won all four races against 34 rivals. A. White (Trout Polytechnic) was second, and A. Street, also of Portsmouth, third.

Simon Longstaff, of Dundee University, in a GP14, won three of the four races for overall victory in the handicap section. The fourth race was won by Ann Hawkins (London University) in a Scorpion for second place overall. Plymouth Polytechnic's Ph. Weske, in a Fireball, came third.

The organizers were encouraged by the presence of vicarism and women from all three sections of higher education.

L.e.a. backs skateboards

Salford Education Committee is to ask the city's recreation committee to provide skateboard runs in sports fields and parks. Mrs Doreau Shelmerdine, chairman, says she would prefer children to use their energy on skateboards than indulge in vandalism.

How to subtract trouble from troublemaker

Less academic pupils can become as involved in voluntary work as more academic children, according to a study of education action projects in Birmingham.

Troublemakers or the "very unpleasant at school" often give no trouble if they become interested in work outside the classroom. Their attitudes, performance and behaviour improve considerably, says a report from Llewelyn-Davies Weeks, Forster-Walker and Bor, architects, town planners and Health Service consultants.

The firm reviewed 10 education projects which were introduced by the Department of the Environment in 1972 with the aim of improving the curriculum, pre-school facilities, community education and contact of parents with schools. They were expected to pinpoint the city's educational problems and examine experiments in tackling them.

One of those involved a full-time youth worker who was taken on for two years to encourage the less academic, particularly those in their last year at school, to do voluntary work. The idea was that RSLA children should carry on this community service after leaving school.

The youth worker was able to attract a number of truanting pupils to the scheme, and two of the staunchest volunteers were runedial girls. "An education programme based on community service and with a high proportion of out-of-school activities, might be assumed to be particularly useful in dealing with RSLA children who are alienated from conventional schooling," says the report.

Three of the pupils—two West Indians and an Asian—applied for the Birmingham Youth Volunteer assistant post. However, it was found that one year's community work with RSLA children was not long enough for them to continue the work after leaving school.

Home-school liaison officers were successful in putting parents in touch with schools, says the report. It recommends that a liaison officer should be taken on by every social priority school.

Educational Action Projects
Volumes 1 (£1.35 including postage) and 2 (£3), Birmingham Inner Area Study, Department of the Environment, Room P2/27, 2 Marsham Street, London, SW1.

Ulster women need a boost

There is a vast, unexploited area of adult education for women in Northern Ireland, according to a report of a successful community project. It recommends an evening study programme be set up and that tuition fees be reduced for adults.

Entitled *Carry on Learning*, the report describes a two-year experiment carried out by Queen's University, Belfast, in which day classes were laid on for women in different parts of the city. Classes were provided. At first, the programme studied just English but later classes were expanded to include dressmaking and cooking.

The report says that these women who have raised themselves successfully from the ranks of the unemployed, but whose education has been made to the children, inadequate by the time they progress at school, have helped them to develop confidence, to broaden their horizons, and to gain confidence in their own ability to start with a local house of education and to progress up to a community college, or further education college, or to a university.

Carry on Learning Project, Community Education Project, University, Belfast, Str.

Entertainments

PAUL FRIZZBY
A Special Kind of Entertainer for Young People

Are you interested in the social activities at your school? Are you looking for something different for the 8/14-year-olds? Paul's show is a musical involvement and entertainment show which is based on pop records. He has entertained children during the school holidays for local councils in various parts of the country. He has also worked at many schools.

Mike Badcock, Forest-of-Needlewood High School, Rollaston, Burton-on-Trent, Smiff, describes him as "A Unique and a true entertainer for whom the children think highly."

So as not to be confused with ordinary discos, he calls his show a "Frizzbe".

If you would like further particulars please write to:

PAUL FRIZZBY
15A Queen Street
Haverhill, Suffolk, CB9 9DZ
Tel.: 0440-61085 (evenings)

WILL TRAVEL ANYWHERE IN THE COUNTRY AT ANY TIME OF THE YEAR.

IF YOU DO NOT NEED PAUL NOW, LITERATURE FOR FUTURE REFERENCE WILL BE SENT ON REQUEST.

COURSES

The POLYTECHNIC COLLEGE
WOLVERHAMPTON

After A Levels:

Study at the Polytechnic
HUMANITIES-LANGUAGES

These subjects are offered in various combinations on the following courses: BA and BA (Hons) European Studies, BA and BA (Hons) Humanities, BA and BA (Hons) Modern Languages, Diploma in Languages for Business.

ENGLISH LITERATURE, EUROPEAN POLITICS AND ECONOMICS, FRENCH, GEOGRAPHY, GERMAN HISTORY, LATIN AMERICAN STUDIES, RUSSIAN, SECRETARIAL STUDIES, SPANISH, THEATRE STUDIES.

Write for details and application form to: Josie Fletcher, Faculty of Humanities, The Polytechnic, Wolverhampton, WV1 1LX

Annual Cockpit Lectures 1978
LOOKING AGAIN AT CREATIVITY

A new critical examination of the concept of creativity in the arts and education. Lectures by Professor Lisa Hudson, Psychology Department, Brunel University, Uxbridge; Professor Harold Rosen, Douglas Kelly, Leicester University School of Education; Professor Harold Rosen, London University Institute of Education.

Open Forum: The Creative Design Faculty, Hull College of H.E.; Brian Kenyon, Programme Production, I.L.E.A. E.T.V.; Geoff Gillman, Theatre Director, I.D.C. 10.00 am-8.30 pm, SATURDAY, 21st JANUARY, 1978. Tickets £2 apply early. Cockpit Arts, Washburn, Gutterford Street, London NW8 9EH (S.A.U.)

ATTENTION GROUP ORGANIZERS
NARROW HOUSE STUDY, SPORTS AND RECREATIONAL CENTRE

New luxurious five-acre residential centre opens throughout the year. Facilities include class-lecture rooms, gymnasium, tennis, sports fields, indoor restaurant, 1,200 sq. metres covered multi-sport hall, swimming pool and squash courts.

Inspection visits welcome. Narrow House, Harrow Drive, Swansley, Dorset. Telephone 4421

For a complete list of Special Insets planned for publication in the TES in 1978 please contact:

Nigel Denton, P.O. Box 7
New Printing House Square
Gray's Inn Road
London WC1X 8EZ

School Management Courses 1978

For Education Officers, Advisers, Headteachers, Deputies and Senior School staff.

Since 1973 this Management Centre has assisted over 600 Education Officers, Advisers, Headteachers, Deputies and Senior School staff who have attended residential management courses. Our 1978 programme is as follows:

29-31 March 1978	Trades Unions and School Management
3-7 April 1978	School Management
17-21 July 1978	School Management
24-28 July 1978	School Management
9-13 October 1978	School Management
16-17 November 1978	School Management Development
22-24 November 1978	School Timetable Management
4-8 December 1978	School Curriculum Co-ordination and Liaison Management

Course programmes and further details can be obtained from: The Secretary, Management Centre, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4GJ. Tel. no.: Brighton (0273) 693655, ext. 2387.

Brighton Polytechnic Management Centre

East Sussex

Italy

Further boost for local decision-taking scheme

from Dalbert Hallenstein

VERONA This weekend millions of Italian parents, pupils, teachers and school workers will vote for the first time to elect representatives to 760 school district councils and 94 provincial educational councils.

The elections are the final stage in a 1974 reform aimed at decentralizing Italy's Rome-based educational bureaucracy by granting individual schools and communities extensive administrative and decision-making autonomy.

In February 1975 16 million parents, teachers and pupils voted to elect representatives to tens of thousands of class, staff and school councils. The elections for the district and provincial councils should have taken place within a year, followed 12 months later by the election of a National Education Council.

But due to bureaucratic delays, and the slowness of many of Italy's regional governments in delineating their school districts, the provincial and district elections were postponed until now.

In a climate of growing public apathy, the National Education Council was elected in April of this year, and last November the class and school councils were renewed in an election in which only 50 per cent of parents participated—compared to 73 per cent in 1975.

Much of the lack of interest shown in the recent elections can be attributed to the delay in setting up the school district councils—in the absence of which the school councils have been virtually paralyzed. The district councils are intended to coordinate the activities of the school councils and to offer services which individual

schools lack the resources to supply. The district councils are the most important and dynamic element in the complex hierarchy of elected councils, the aim of which is to democratize the Italian school system.

The school districts consist of from 100,000 to 200,000 pupils, although in country and mountain areas a district can contain far fewer pupils.

Each district consists of a rural or urban zone which shares common social and economic features, such as transport systems, health services and industrial and craft activities. Elected members of the district council must include local unionists, farmers, industrialists, members of the professions and trades, representatives from the local government authorities and elected parents, teachers and pupils over the age of 16.

The district councils are responsible for assessing school buildings, requirements, for planning all aspects of vocational training, for school transport services, and for organizing such services as libraries, sports and cultural facilities, adult education (including courses for the illiterate and handicapped) and the setting up of educational advice centres to guide the schools.

The provincial councils, also to be elected this weekend (without the vote of the pupils, however), are designed to coordinate the work of the school district councils within the provinces, to authorize school building programmes and to advise the local regional government and the local offices of the Education Ministry.

Non-university sector gets degree body

from John Walshe

DUBLIN The National Council for Educational Awards (NCEA) has been given a major boost by the new government, which has restored its degree-awarding powers. The council will again be able to award degrees to most of the non-university sector in addition to the certificates and diplomas it already awards.

The council was set up in April, 1972, along lines similar to those of the British CMA. Its primary objective was to award national certificates, national diplomas and degrees in institutions of higher education recognized by the council. Previously, individual colleges had made their own awards or else their students took examinations set by outside bodies.

In December 1974 the then government announced that all degrees must be validated by the universities. The decision formed part of a package of reforms designed to lead to a comprehensive system of higher education.

The package caused controversy from the start as its opponents argued that the "marriage" between the non-university and university sectors was not one of equals.

The universities' matriculation requirements, their emphasis on a single final test rather than on cumulative assessment and their heavy reliance on the written examination approach rankled with the vocationally oriented non-university colleges whose students launched a campaign to break the link with the universities. The students were supported by the then opposition spokesman in parliament, Education Minister, who is now the Education Minister.

The decision to restore degree-awarding powers to the NCEA does not mean that all the non-university colleges will automatically return to the council. A number of colleges have made long-term arrangements with the universities, and the prestige of a university degree will tempt some to remain with the universities.

This could cause particular problems in teacher education, as it could mean that some teachers will have university awards and others NCEA awards.

France Socialists go carefully

from Joan Smyth

PARIS M. Francis Mitterand, the Socialist Party leader, has unveiled the full text of his party's new educational plan. In a move to placate Catholic parents who send their children to private denominational schools, M. Mitterand is expected to emphasize that there is room for a certain amount of pluralism within the state system.

Although the Socialist plan deals with all types of private schools, Catholic, commercial, technical as well as non-denominational private schools, its main concern is with the private schools under contract to the government. These get some state financing and are relatively free of interference from the Ministry of Education. Most of this group are Catholic.

It maintains that this group should be aligned with the state system under a new contract but should have the right to be outside it—and without financial help. The modifications for those prepared to accept a new state contract, would include:

The state to agree the appointments of head teachers. Private schools to admit state school inspectors to any discussion concerning the running of the school.

A reduction in school fees to be balanced by the state taking over payment of all non-teaching personnel.

Salaries of teachers in private schools to be the same as those in state schools.

It's where you learn that counts most...

from Clive Cookson, North America correspondent

An eight-year, \$30m evaluation of United States government programmes to identify the best ways of educating deprived children in their early years at school has failed to demonstrate the effectiveness of any of the methods tested.

This year the Massachusetts-based research organization Abt Associates, which took over the government contract to evaluate its Follow Through programme in 1972, issued a report that gave the impression that approaches emphasizing the formal teaching of "basic skills" were giving the best results.

Key commentators seized on a six-page dissent—its further support for America's growing "back to basics" movement and the US Office of Education acknowledged that one strategy called Direct Instruction, which puts the accent on reading, writing and arithmetic, had emerged as "clearly effective".

But a group of five distinguished educationists, led by Professor Ernest House of the University of Illinois, last month published a highly critical analysis of Abt's analysis of Follow Through (so called because it is an extension of the government's Head Start pre-school programme for poor children).

Their report, financed by the Ford Foundation, claimed that the Abt evaluation "reached an erroneous conclusion that models that emphasize basic skills succeed better" by misclassification of the early childhood education models, by inadequate measurement of the results, and by flawed statistical analysis.

According to Professor House and his colleagues, none of the 13 strategies or "models" of all Follow Through children any advantage over the education normally provided by their schools.

The Follow Through evaluation team at Abt, feels that publicity of the "back to basics" motto has swamped the most important finding of the study: that the transferability of models from one school to another. Even the strategies that were most successful overall had an adverse effect on test scores in some schools, and models that went down as failures did manage a few successful sites.

However, Dr Linda Strubbin, deputy project director at Abt, maintains that, despite all the variations and uncertainties, Follow Through has demonstrated the need for schools that want to improve to be well versed in their children's individual talents and to spend plenty of time teaching them.

Mr John Evans, head of planning, budgeting and evaluation at the Office of Education, suggested that one cause of the unexpected degree of variation between sites might be that the models were not properly implemented everywhere.

... but back to basics drive continues to grow

from our own correspondent

WASHINGTON Spelling lists, grammar, composition, reading, and multiplication tables are being more heavily emphasized as part of a return to the basics in schools across America, according to an informal survey by the National Education Association, America's largest teachers' union.

At the same time, literature and attention to basic subjects and teaching methods. The association said a survey of teacher groups in the larger states showed the movement had become national in scope this year.

An NEA instructional pamphlet for teachers and parents entitled Learning Is Hard Work says: "Let's face it—achieving excellence takes sweat, as well as nerve and tenacity, and it often brings frustration. If a job is to be performed well, it must meet high standards of quality, either technical or artistic."

Making secondary schooling an end in itself

Fay Haussman on Brazil's efforts to persuade young people to accept middle-level professional training

The most important, and the most vociferously contested, feature of Brazil's 1971 education reform is its second-level school. In the words of a respected Brazilian educationist, "the acceptance of this type of education hinges on a complete change of public mentality, and public mentality usually cannot be changed in a short time."

Until 1971, Brazilian education was divided into primary, middle-level school (four years of *ginasio*, followed by three or four years of *colégio*) consisted of three branches: secondary, normal, and technical school, the latter again with three options: industrial, commercial and agricultural.

All three branches of middle-level education were equivalent to qualify a student for admission to higher

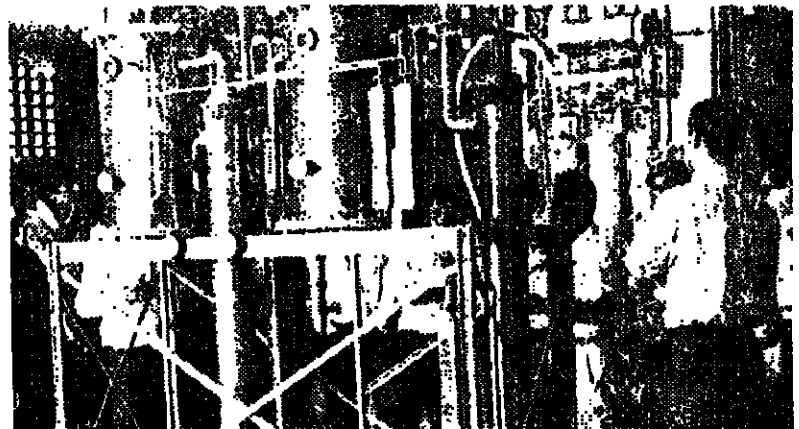
education. In reality, however, the "secondary" or purely academic branch, was considered the most prestigious and attracted more than 80 per cent of all *ginasio* students.

At the *colégio* level, fully 90 per cent of its graduates from all three branches invariably aimed for admission at Brazilian universities which were hard-pressed to admit even half of them. Less than 15 per cent of those admitted went on to university education.

The 1971 reform law extended the compulsory primary education by the four *ginasio* years; the eight-year cycle became the new first-level school whose core curriculum included basic academic and "professionalizing" courses.

Dropout rates in Brazil are high. Due to a variety of cultural and socio-economic factors, only about 10 per cent of the children who enrol in grade one complete the eight years of first-level school and on to secondary school, from which then about 60 per cent of those who enter it manage to graduate.

It was, therefore, seen as far more realistic to do away with the



counterproductive "options" between academic and professional education and to prescribe, instead, compulsory hybrid curricula which would continue to provide adequate academic instruction while also preparing all students "for the world of work", whatever their ultimate and usually utopian goals.

In the background, however, was the equally important intent to deflect growing numbers of Brazilian youngsters from their run on the universities by offering them the alternative of entering the labour market as trained "middle-level" professionals. Second-level school would thus become "terminal" as well as "transitional".

In some Brazilian states, such as Goiás, Rio Grande do Sul, and the northern, less developed part of Rio de Janeiro, genuine efforts have been made to comply with the reform law. Ways were found to organize the "professionalizing" courses in both public and private second-level schools and to prepare students for a variety of industrial and commercial—and, occasionally, agricultural—occupations.

The much respected Catholic private schools, whose clientele comes from Brazil's best and richest families and invariably prepares itself for university admission, also equipped themselves for profes-

sional courses, if under continuing protest about the wasted time and expense.

But elsewhere, and most notably in São Paulo, Brazil's richest and most productive state, the reform is largely being obstructed by concerted opposition.

Traditional educationists deplore the time and effort subtracted from the "intellectual and cultural preparation" of Brazil's "future elites". Urban middle-class families object to having their children waste their time in school with anything likely to divert them from their road to the coveted higher education.

Faced with this generalized lack of interest in the reform's application, school directors and public education officials mostly drag their

feet while loudly complaining about the high cost of the equipment needed for professional training and about the difficulty of finding qualified instructors for technical courses.

Since the law is after all the law, many second-level schools have taken to the subterfuge of simply renaming certain courses to make them appear as "professionalizing" and thus to comply with the law, in theory.

In reality, however, their students continue as before to prepare themselves exclusively for the vestibulares (university entrance examinations). Nearly 95 per cent of all Brazilian second-level school students today, as before, proclaim their intention of going on to higher education.

OECD Major survey urges closer links between education and work

from Guy Neave

PARIS Action in education alone may remain ineffective if it is not complemented by measures to improve opportunities throughout working life, says a new report by the Centre for Educational Research and Innovation, the Organisation for Economic Co-operation and Development's educational think-tank.

United Education and Working Life, the report looks at two major areas currently preoccupying most of the OECD member states. The first involves measures to improve the transition from school to employment. The second is to find effective ways to use the levels of education and training in the labour force for employment.

These two policy areas are of prime importance for the economic and social development of most European countries, the report says. The report marks the first time that experts in the fields of education and labour market studies have come together to map out a common approach for first-time graduates of education and employment.

Among the long-term strategic developments called for by the report's joint working party, chaired by Sir Halford Cook, Australia's special labour adviser, are improvements in counselling and advice both in school and at work. Particular emphasis is placed on the need to give employers more information about the levels of training and education of the work force at local and national levels.

The report suggests that firms should be encouraged to develop positive and explicit personnel policies. In drawing up long-term training and recruiting policies, particular attention should be paid to graduates to either factory or office.

Several recommendations are put forward to bring the education system and the labour market closer together. Of crucial importance, the report says, is the need for schools, colleges and universities to develop more polyvalent curricula

in which general, professional and vocational education are included as elements in single courses.

Another controversial proposal is that work experience and employment should count towards full or partial credits in education. Elaboration on this theme, the joint working party holds, should include national credits should be interchangeable across all kinds of educational and vocational training institutions including factory-based training programmes in a given country.

Individual demand for higher education, the report notes, "shows no signs of letting up, despite the slowdown in student numbers entering directly from school in recent years. On the contrary, there are signs that this slack is now being taken up by adults. Even so, it is noteworthy that student demand for higher education does not appear to be affected by specific employment prospects."

In an attempt to reconcile such demand with labour market requirements "some countries have begun to diversify higher education. They have reduced the length of study time. They have shifted the balance of resources away from traditional subjects and concentrated on professional or technical courses."

Significantly, the report issues a strong warning about the spiralling numbers of liberal arts and humanities students in some countries. "Not all those who have already benefited from heavy expenditure upon their education can expect to have jobs created which directly utilize their current knowledge and ability."

There will be increasingly competitive demands on resources from various sectors of education, the report suggests. Among the most important are the development of post-secondary education, the expansion of adult education and the reorientation of higher education towards professionalization.

It is therefore important that the opportunity to combine general with technical education both at secondary school level and post-secondary level should not be lost.

NEW?

WHEELS & STEEL

ITV will be previewing television series for the Spring term 1978, from Monday 19 December to Wednesday 21 December, beginning at 9.30 each day.

19 December 1977

Programmes for Infant and Lower Junior Schools

- 9.30 My world: real life 4-6
Rail 2: On the train
- 9.40 Reading with Lennie 4-6
Kevin's pillow fight
- 9.55 Seeing and doing about 6
Canals
- 10.10 Finding out 7-8
Germany 1
- 10.30 Local series

20 December 1977

Programmes for Middle and Secondary Schools

- 9.30 Picture box 8-11
Flyaway
- 9.45 Music round 10-13
Music with a purpose
- 10.05 Look around 10+
Buildings
- 10.20 French Studies 13-16
Samba et Bouaboune
- 10.40 Believe it or not 14+
Are we free?

21 December 1977

Programmes for Secondary Schools and Colleges

- 9.30 Work 14-16
The changing nature of work
- 9.50 The messengers 14-18
The news
- 10.10 Experiment 'A' level
Electron microscopy
- 10.25 Make it count Remedial
- ATV: Good health
- Border: Time to think
- Grampian: Time to think
- Granada: The land
- HTV Wales: ABC and Am Gymru
- STV: Time to think
- Southern: Writers' workshop
- Thames: Writers' workshop
- Tyne Tees: Documentary re-run
- Ulster: Hop, skip and jump
- Yorkshire: Documentary re-run

TRAVEL

NST

SCHOOL AND GROUP TRAVEL SPECIALISTS

Feature an attractive New Centre in

DIEPPE

From £38.40

(Big reductions for July/August/September/October departures)

British Schoolcoach tours include a full coach excursion programme in the tour cost.

YOUR VISITS COULD INCLUDE:

PARIS

and the historic town of

ROUEN

Write for full details to:

NST, FREEPOST
13-17 ALL HALLOWS ROAD
BISHAM
BLACKPOOL FY2 0BR
(No stamp required)

Tel. 0253 52525 (8 lines)

UPPER 1550

LETTERS

A is for activism . . .

Sir,—In recent months concern has been expressed, about the absence from the curriculum of most secondary schools of a programme of political education. There has been some discussion about whether such a programme might be included as a core element in the secondary curriculum.

I am rather dubious, however, about the terms in which such political education has been conceived. Reflecting an awareness that many young people leave school cynical and uninterested in the workings of their society, those who argue for political education appear to perceive the programme in terms of "civics" or "political institutions", as if all that will be needed is a course covering the "facts" of political life to put matters right.

This is a misguided view. It is true that many school students are not encouraged to think about the workings of their society, but what they need is a broad-based course that really involves them in the community they live in.

Such a course could well provide the motivation and confidence for them to take a greater role in the political life of the country. Such a course must engage their interests and must encourage active involvement. Nothing is gained if they learn a great deal about the workings of the parliamentary system, if they merely take an exam in it and can then shut it away never to be used again.

If political education is to be worthwhile then it must result in a different way of acting in the

students' lives. If it is to communicate to young people the message that they can and should participate in the life of their community, that they can influence its workings, that their role is worthwhile, then we must give them that opportunity in the course itself.

But action and involvement in the life of the community will raise many questions in the students' minds, and to help answer them, such a course will need to consider a number of the structural causes of the issues they may come across—such as immigration, town planning, the provision of services for the mentally handicapped—to name but a few. Hence it would seem necessary to perceive political education as a very broadly-based programme—community studies rather than civics covering a much wider range of issues than narrowly "political" ones.

There is a danger that, as in the American experience, political education may be reduced to patriotic flag-waving, rather than an opportunity for young people to come to grips with some of the problems we face in our society. There is a strong possibility too, that a package of materials on political structures and processes, no matter how well produced—will leave the bulk of students on our comprehensive schools as bored and cynical as so many of the current passives.

If that is to be the form of our political education, it is likely to be perceived by most as just another course, and as a result will have little if any effect on the students' lives outside of the classroom.

JOHN TURNER, Head of Humanities, Hind Leys College, Shepshed, Leicestershire.

Politics alone is not enough

Sir,—It may be worth examining more closely the contributions to the great debate to which Mr Brennan referred (November 18). They suggest that the label "political education" is wholly inadequate for the task which they and your own editorial (November 4) are asking schools to undertake.

The Council of Local Education Authorities suggests . . . that the aim of a "core" curriculum should be to provide a framework within which all pupils can develop . . . a knowledge of social, historical, geographical and political bases of the world in which they live". The NUT says much the same thing— "the complexity of society makes it increasingly important to understand the nature and origins of society and the influence of political, social, economic and political factors. . . . If we are to develop greater participation in political, social and industrial life, and the association thinks it desirable, it is necessary for the schools to equip young people to play their part. This involves a curriculum wide enough to give young people the basis for such participation. Surely these organizations are calling for something more than just political education?

How can political opinions be formed without some knowledge of economics? How far is psychology necessary in understanding political life? And what about the importance of social relationships in families and factories? Something more than political education is called for. The label is also unfortunate in so far as it is likely to generate quite unnecessary hostility from those who see it as the intrusion of party politics into the curriculum. The social world is too complex for it to be understood through only one subject area. A whole range of social science and humanities subjects must be used to create a curriculum which will reflect the nature of today's world. Most of

these are already in the schools, but the main problem is to develop and improve existing material such as social studies, history, civics and geography. We need a coordinated effort to explore the links between the social and political sciences as a whole and secondary curriculum. Effort should build on what is already being done in schools, and not to start with a blank slate. There is no short cut to a broad-based and acceptable social education.

C. H. BROWN, Chairman, Association for the Teaching of Social Sciences.

Hidden biases how we study

Sir,—The article on politics (November 25) was able to give an excellent account of both the obvious and the hidden biases of school textbooks. However, it omits one area in which this influence is apparent, the implicit and, at times, explicit political elements within the text and subject material that teachers use in their schools.

One measure of these political elements is the degree of conservatism (on a liberal-conservative scale) that a subject contains. Mathematics Project maths is endorsed by many teachers to be more liberal than traditional texts. Similarly, the School Certificate Humanities and Health Education Project would both, I believe, be evaluated by teachers as more liberal than conventional texts. I would maintain that all subjects can be placed on a scale of conservatism not only in the texts they cover but also in the manner in which they are taught.

The very course material, the "very teacher's textbook" is the primary source of bias that in their form, structure of content have a measure of conservatism. . . .

As to this factor would be taken up at the meeting of the teachers' union in November. Subject bias would have to be avoided, but one possible index of conservatism that could be "scored" objectively might be the number of times the teachers' handbook is consulted, asking for the number of times that group discussion is advocated.

The results of this kind of analysis might be used to set certain influences in school that affect children's political attitudes. P. I. HOPE, Higher Colby, Dunford, Devon.

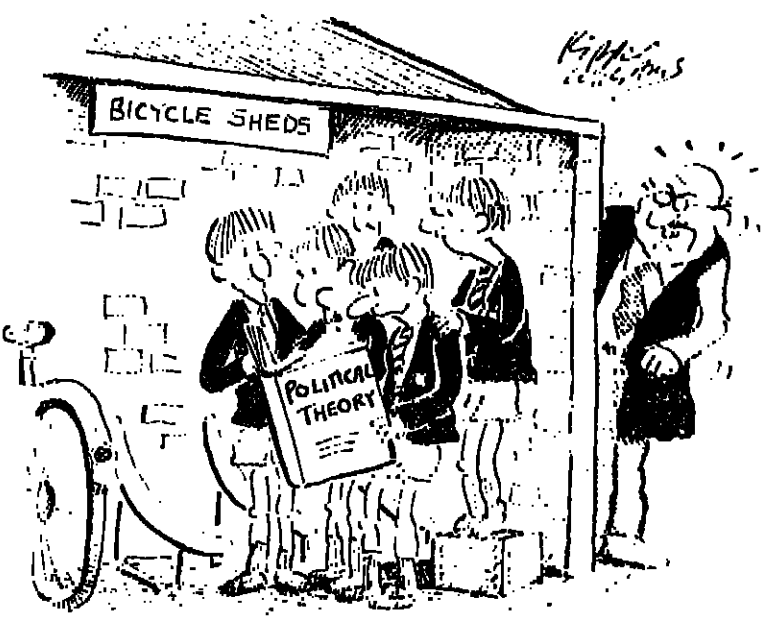
Missed points

Sir,—We must all be grateful for the efforts of the two *Times* in coverage political education (November 11). It is a helpful and timely political education in a way to be taken seriously by the DES.

However, valuable though the *Times* paper is, it suffers from two serious defects. First, it fails to face a central question which might be expressed as "How can we hope that many who are literate" can be politically literate? There are some answers, but the paper does not begin to explore them.

Second, the paper makes no reference to the branch of the education service where, for various reasons, there are bigger and better opportunities for the young people, ment and action of the young people. Many of the young people who are in this country are beginning to accept their responsibilities in an active way and they deserve every encouragement from the DES. May the DES continue.

FRED MILSON, Chairman, National Council for Youth Services.



Heavy burden of democracy

Sir,—In declaring open the debate on political education in the curriculum, you mention voluntary organizations "pushing to make their own contribution". Let me speak for one of them.

The DES discussion document on political education happens to reflect, in large part, the philosophy, aims and efforts of The European Atlantic Movement (in the European Atlantic sector) over the past 23 years at most educational levels.

During all that time and, according to the contemporary political scene, we have tried to provide teachers with both "knowledge and tools for informed and responsible participation in it". Therefore, I declare my 99 per cent support for the DES document. The deduction of 1 per cent is for failure (I suggest) to take adequate account of the fact that politics does not stop at Dover. Are there not "evils which we must resist" that threaten from other shores?

Freedom, said Pericles, is the right only of those prepared to defend it. And, it seems to me, there might have been mention by the DES of the need to acquire the necessary "virtues" of courage and defence which, in present indications go, are likely to place heavy burdens of decisions upon their shoulders if, that is, they grow up prepared to accept the responsibility of democrats.

For the past two years, TEAM has been developing a pilot project intended to fill this gap in the preparation of young people for life. Most types of educational establishments are participating in its construction and the project should be ready for limited trials in 1978. Already, however, there are clear indications that our presentation of "the evils we must resist and how we may resist them . . . is likely to command wide support". We live in a disorderly world. The times are difficult and dangerous, with no end in sight. Threats against democratic freedoms everywhere, from within and without. I believe that returned confidence is needed upon the national values which still underlie the (admittedly imperfect) democracy of Western Europe and North America.

I believe, too, that even the very modest amount of political education given in their countries—generally fearful of six value judgments against the determined opposition of other ideologies who, convinced of the rightness of their philosophies, do not "discuss" them with balanced pros and cons but fight hard for their realisation, with ardour, enthusiasm and considerable discipline. To them, "values" and "attitudes" are real and meaningful. What of our own?

Among majorities on both sides of the Atlantic the positive cultivation of democratic "values" and "attitudes" is at an all-time low. There is a prevailing spinelessness, which is reflected in ignorance and, unwittingly, complacency, and inertia. Education—with a backbone—is the only remedy that I can see.

The task is massive because preparation for life in the real world has been neglected for so long. And so many teachers are unprepared to make effective responses to the sustained attacks upon our fundamental freedoms, from both left and right. Training these must be. And while their attitudes and skills are forming, may I suggest needed for which no diploma is (as many do) to strive constantly for the young for the quicksand of uncertainty and indecision to the solid ground of a well-founded and kind of freedom which enlarges only as greater responsibility for others is accepted. This is at once the secret of order, of personal liberty and, in the community, of democracy.

JOHN SEWELL, Chairman, The European Atlantic Movement.

LETTERS

The empty shelves

Every book a bargain

Sir,—I defy anyone to find me a child who has been inspired to a love of reading or learning by a workbooks. But I have known hundreds of children and teenagers who went on to read other books because they found one under their noses which they couldn't resist picking up and also found they couldn't put it down.

What peerstasy keeps us from acting on what we know? We've known for years that whether and what youngsters read depends on how much and what is readily available for them to read—especially to schools, where they all are. "Reading is important", then, is not the problem, it is the failure to provide the books, guidance and reading time to prove it?

The certainty that satisfied readers will come back for more and bring their friends, thus forcing schools to spend still more to keep pace with demand? That librarians will simply have to be given more time for the most important job of matching reader with book, and making available help for routine tasks. That expenditure will need to be justified by time-saving lessons for browsing, reading, book talk, borrowing and using books?

That popular books will wear out, get lost or even stolen? (Never mind that losses get proportionately smaller as their maximum use is demanded in key areas, and as more pupils become protective about a library they perceive as "theirs".) That heads of English will be tempted by exciting new titles in social studies, or by their maximum use of time in key areas, and as more pupils become protective about a library they perceive as "theirs".

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

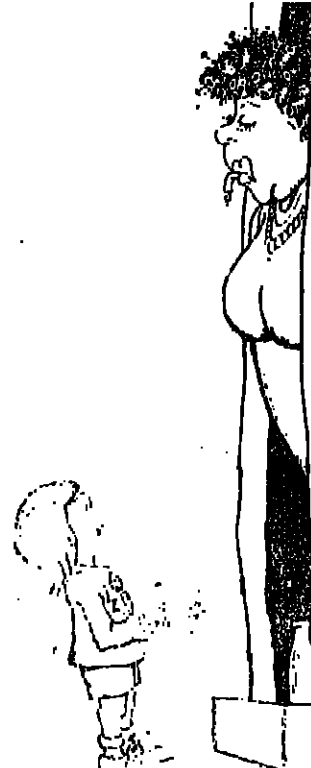
That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?

That children will learn how to find out for themselves, and continue to do so, if they are given the opportunity to do so?



"Would you mind reconsidering the last question, Madam? Your answer gives me a recurring decimal."

Fairy tale world of fantasy figures

Sir,—Lies, damn lies and statistics—take your pick from the initial announcement of next year's rate support grant settlement, reported in your paper (November 25).

Mathematicians among your readers will know that figures can be made to prove almost anything, but the crafty way in which the 84s Majesty's Government, which has enabled a projected deterioration in the financial position of a county like Cambridgeshire to appear as a "gain" of 2½ per cent must be shown up for what it is, an unacceptable burden to the county.

At the time of writing, the three counties do not know the full details, but Cambridgeshire certainly expects an extra 2½ per cent in cash terms over and above this year's catastrophic level. But even if inflation is as the Government expects, a 9 per cent cut is more than the county can afford.

The most infuriating aspect of being a councillor with some financial responsibility is the constant need to explain, to those most concerned, that one minister's announcement is not consistent with another. We know most of the truth at Shire Hall, as may not yet know the whole truth, but I can assure readers of the *TES* that Cambridgeshire most certainly has not gained anything from next year's rate support grant, but will lose ground once again.

I have called the latest rate support grant in other media "mean and wicked". I believe it to be so, but still have some feeling of optimism, in that I do detect among our electors and councillors an even greater recognition of the vital importance of education in our schools and colleges, a more confident determination to maintain the high standards for which Cambridgeshire is rightly known, given the constraints we have, both self-imposed and applied from without, and, almost in defiance of the Government, a new will to give the best possible education to our youngsters, come what may from Whitehall.

My county has always had a fiercely independent nature, and this again appears to be coming to the fore. Obviously, if those who have been paying the piper choose, for deliberate political reasons, to hand out less, it follows that the time played will be less akin to their call. Cambridgeshire rules. D. C. GIFFORD WOOLLARD, Cambridgeshire County Council.

More points—but is it promotion?

Every book a bargain

Sir,—It is certainly desirable that teachers should consider ways of improving their salary structure ("Union plan to unlock promotion path for teachers", November 18), but this consideration should include more than an alternative to the points system. The present arrangements have frequently been criticized for encouraging promotion for administrative duties rather than good teaching and for making it difficult for heads to allocate experienced teachers to pupils most in need of their help.

The 1956 Burnham award determined the general pattern of promotion prospects when it provided allowances for a series of posts, i.e. deputy headships, headships of departments and posts of special responsibility, though the functions of the last group were never clearly defined.

Since 1956 there have been many changes in the details of the salary structure, and changes in the pattern of school organization. These changes have meant an increase in the number and variety of posts of special responsibility, though the only new posts named in the salary awards are those of second master or mistress and senior teacher. The proportion of teachers holding above basic scale posts has increased from 39 per cent in 1957 to 66 per cent in 1975. During these years, the promotion prospects for individual teachers have also been affected by the rate of expansion of the school service. The number of teachers has increased by 66 per cent and the number of promoted posts has more than doubled. On the other hand, the number of headships was slightly lower in 1975 than 1957 and the proportion of these posts declined from 12 per cent to 7 per cent.

For teachers in the appropriate age groups promotion prospects have been exceptionally good in these years and it is unrealistic to assume that this state of affairs could continue indefinitely. Automatic promotion could change the situation, but is it promotion? ERIC CONWAY, 37 May Road, Swinton, Manchester.

A sacrifice too far . . .

Sir,—In your report on the teachers' unions' preparations for their inevitable confrontation with the Government, it is bewildering to note that it is Bernard Wakefield's view that teachers have sacrificed more than the average employee under phases one and two of the incomes policy.

Like certain other public service groups, teachers have enjoyed incremental adjustments in their pay in the past two years, in addition to the nationally agreed increases. If teachers had been really concerned about the newly trained but unemployed teacher they would have sacrificed their increments (and felt justly virtuous about it), seeking in an agreement with local authorities that the forgoe incremental rises should pay the salaries of one or two additional teachers a school. JOHN I. EDMONDS, 8 Albert Road, Cheltenham.

Non-word

Sir,—I am aware that it is not the practice of editors to publish rejoinders to reviews. However, I should be grateful for the hospitality of your columns in order to correct a grave error which appeared in the review of my book *A Dictionary of the Social Sciences* which appeared under the title *Sedimentarization total* (*TES* October 28).

The word "sedimentarization", which also appears repeatedly in the text of the review, does not, of course, exist and does not appear in my dictionary. The word should have been "sedentarization".

Freedom of speech permits the most extreme ridicule. But I must point out that to suggest that I gave definitions to non-existent terms impugns my intellectual integrity. HUGO F. READING, Jouninon 6, Palau Psychiko, Athens.

What they want is real jobs

Sir,—I read with shock and dismay the suggestion by the Manpower Services Commission that jobs for the 16 to 19 age group be abolished and replaced by further training. This is in effect a backward raising of the school-leaving age to 18.

While welcoming the Government's special measures to help with youth unemployment, surely they should be regarded as a stop-gap until the Government has decided to shift the balance in favour of jobs for young people which require political decisions which society as a whole may be unwilling to take.

I feel certain that I will have the support of the majority of my colleagues in the careers service in this appeal for jobs for school-leavers and not short-term palliatives however attractive these may appear to be. D. N. RUSHTON, Senior Careers Officer, Lancashire County Council, District 12 (Burnley).

IS YOUR SCHOOL IN A MINORITY? Over half of all British secondary schools use Studytapes as indispensable teaching aids on CSE, GCE 'O' and 'A' level subjects. Does your school provide these aids for individual tuition and class use?

STAP Studytapes are unique tape and textbook subject courses. * Written by teachers to aid teaching. * Using established teaching methods. * Closely conforming to school syllabus requirements. * To improve examination results without cramming. * Allowing teachers to arrange individual tuition—without extra work. * Available on loan through our new library scheme.

What does this mean to you? By adopting the Standard Teaching Application Program (STAP) scheme, individual teachers are making life a lot easier for teachers in search of a job. This new scheme means: ● Less time spent filling in application forms ● Less money spent on postage To find out exactly how the scheme works, and obtain your STAP form, contact the STAP Office at the following address: Consultancy Service Organisation, Middlesea Polytechnic, Bounds Green Road, N11 2NQ, Telephone 01-300 1269.

COURSES ADVERTISING With over half a million readers The *TES* is a most appropriate and effective medium in which to inform people about the courses opportunities open to them. To advertise in these columns please contact the Advertising Manager, The Times Educational Supplement, P.O. Box 7, Nine Priories House, Newport, Gwent, IOW Road, London WC1X 9EA. Tel. 01-837 1214.

XB HUSE Denmark's Finest House Builders! Would you like to live Danish style in the United Kingdom? We are one of Denmark's finest builders of beautiful homes. The range of our homes are 3 to 14 apartments with a very high standard of insulation. A fully fitted kitchen, including cooker and fridge. Utility room with washing machine fitted, carpeted throughout, double glazed, centrally heated. We will find the site if you do not have one, and our architects carry out the getting of all necessary permits. The price range is from £19,000 onwards. We invite you to have a discussion with our Sales Manager. For further details call: XB GBATS, 102 MAIN STREET, WISHAW, SCOTLAND. TEL: (06983) 75031

COURSES

UNIVERSITY OF EXETER
School of Education
 ADVANCED PROFESSIONAL STUDY

Bachelor of Philosophy in Education

Applications are invited from both graduate and non-graduate teachers with not less than three years' qualified teaching experience. The course consists of one-year full-time study with the completion of a dissertation by part-time study.

The following special fields of study are available: COUNSELLING, CURRICULUM, LANGUAGE IN EDUCATION, REMEDIAL & SPECIAL EDUCATION, and SOCIOLOGY OF EDUCATION.

Diploma in Education (Music in Education)

Applications are invited from both graduate and non-graduate teachers with not less than three years' qualified teaching experience for this one-year full-time course, offered jointly with the Dartington College of Arts and based at Dartington.

Full details of Diploma and B.Phil.(Ed.) courses are available from the University of Exeter School of Education, Gandy Street, Exeter EX4 9LZ.

Master of Education

Applications are invited from teachers with at least three years' teaching experience and with either a good Honours degree or an Advanced Diploma at a high standard for one-year courses in the following special fields: THE TEACHING OF ENGLISH LITERATURE, THE TEACHING OF MATHEMATICS, THE TEACHING OF SCIENCE, THE TEACHING OF HISTORY, THE TEACHING OF MODERN LANGUAGES, LANGUAGE IN EDUCATION and CURRICULUM STUDIES.

The School of Education also offers registration for the degree by research of Master of Education (one year full-time or two years part-time) for experienced teachers with good honours degrees or an Advanced Diploma at a high standard, Master of Arts and Doctor of Philosophy.

Full details are obtainable from the Academic Registrar and Secretary (Higher Degrees in Education), University of Exeter, Northcote House, Queen's Drive, Exeter EX4 4QL.

Subject to confirmation, Applicants for Diplomas, B.Phil.(Ed.) or M.Ed. courses who are LEA teachers are eligible for secondment on full salary; other teachers may be eligible for grants from Local Authorities.

UNIVERSITY OF YORK
 Department of Education
MA in Educational Studies 1978/79

The Department of Education offers a one-year (12 months) graduate course in Educational Studies which leads to the MA degree. The main areas of specialization are Philosophy of Education, Psychology of Education and Sociology of Education. The course is also available on a part-time basis over two years, the first term of which would be spent in full-time residence at the University.

The course is intended mainly for qualified teachers with experience of any area of education although applications from recent graduates will also be considered. Candidates will normally be expected to have a good honours degree but those with other qualifications such as an advanced diploma in education (or equivalent) are encouraged to apply. Application forms and further particulars may be obtained from the Graduate Office, The University of York, Heslington, York YO1 5DD.

The College of Ripon & York St John
 Department of Mathematics and Science
 A full-time one-year course
 'Retraining for Secondary Physical Science Teaching'

Beginning in September, 1978, if you are a qualified teacher with at least a basic (e.g. O' Level) science background and wish to return to teach in the shortage area of Physical Science, we have designed a course (recognised by the DES) which could well be what you require. It will give you a good foundation in science and relate it directly to the classroom.

Applications are also invited from those who have completed a recognised training qualification (B.Ed., Cert.Ed.) and who wish to change the emphasis of their training before entering upon a teaching career.

Many of those accepted for retraining will be eligible for the awards the Government has made available.

For further details apply to The Registrar, The College, Lord Mayers Walk, York YO1 7EX.

Wolsey Hall founded in 1894 offers individual instruction by qualified tutors in the comfort of your own home for London University external Degrees as well as a wide range of G.C.E. and Professional Courses

Write to the Principal, Wynllham Milligan, M.B.E., T.D., M.A. at the address below for a free prospectus giving details of all courses and introducing the expert, tutorial team at Wolsey Hall who will personally assist your studies.

Accredited C.M.I. Member A.B.C. Founded 1894

Wolsey Hall
 Dept. H01, Wolsey Hall, Goswell Road, London EC1A 3DF.
 Tel: (0453) 7421121 (home)

DORSET INSTITUTE OF HIGHER EDUCATION
 A one-year full-time course for qualified teachers with a minimum of three years' teaching experience.

UNIVERSITY OF SOUTHAMPTON
Diploma in Advanced Educational Studies
 (EDUCATIONAL TECHNOLOGY)

This course is concerned with a systematic study of learning processes and effective communication in education. It involves a consideration of the theory of learning systems and the investigation of a wide field of resources and communication media and their adoption with established teaching techniques.

Practical work to include CCTV film making, programmed learning, photography, television.

Applications now invited for academic year 1978-79. For further details and application forms apply to The Registrar, Dorset Institute of Higher Education, Cranford Avenue, Weymouth, Dorset DT4 7LQ.

Centre for English Studies
 Bletchington Park
 Oxford

RSA TEFL Certificate
 nine-week full-time course
 March 28-May 26, 1978
 Tuition fee: £325
 Closing date: January 6, 1978

For further details apply to the above address or phone Bletchington 333

I WANT TO KNOW ABOUT
 The International People's College
 3000 Elsinore, Denmark

Name _____
 Address _____

CUT HERE

- COURSES RUN IN ENGLISH
- NEXT COURSE STARTS IN JANUARY 1978
- STUDENTS FROM ALL OVER THE WORLD
- TUITION, BOARD AND LODGING £34 PER WEEK

EXPERT HOME TUITION FOR G.C.E.

and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretaryship).

Our exclusive methods of Home Study have brought over 500,000 examination successes, many first places. Every course is complete in itself no textbooks are required.

FREE 100-PAGE BOOK

Send now for a free copy of "Your Career" packed with vital facts on a successful career.

THE RAPID RESULTS COLLEGE
 DEPT. D16 TUITION OFFICE
 London SW19 4DS Tel: 01-247 7273
 24-hour Recording Service: 01-246 1102

Accredited by the Council for the Accreditation of Correspondence Colleges

"The Transfer of Handicapped Children from Special Schools into Ordinary Schools"
 20th-24th February, 1978
 (COURSE NO. 13/78)

Intended for staff of the ordinary school. A course to discuss the practicalities of arranging transfers of handicapped children, including those with visual and auditory impairment. Attention being given to case conferences, part-time sessions and the provision of resources, teachers and equipment.

Further details and application forms from Castle Priory College, Thames Street, Wallingford, Oxon. Tel: 0491 37551.

WEST LONDON INSTITUTE OF HIGHER EDUCATION
INTRODUCTION TO COUNSELLING
 Thursdays, January 12 to March 16, 1978: 7.15 pm to 9.15 pm.
 Fee £3

This course for teachers aims to clarify the function of counselling in schools, to give a basic theoretical perspective and to consider the allied services available to pupils and teachers.

Students may enrol on the first evening of the course or apply in writing to: The Secretary, Department of Social Studies, W.L.I.E., Gordon House, 500 St. Margaret's Road, Twickenham, Middlesex TW9 1PF.

Goodbye free school, hello special unit



'Scotland's first, only and almost certainly last free school is now into its fifth session. That's four years longer than its life expectancy'. John MacBeath on the rise and possible fall of Barrowfield Community School in Glasgow

school, they now say with nostalgia. Needs were being met by enthusiasm, involvement in decision-making and planning, and strong school-community links. As for jobs the kids got when they left, the early graduates did rather well compared with their comprehensive counterparts.

In 1972-73, however, the Glasgow educational establishment was addressing itself to comprehensiveisation. The free school was, at best, a distraction. The Conservatives might welcome free schooling, with its emphasis on parental choice and independence. But for the majority within the more dominant and influential Labour Party, the fight for comprehensives was far from won. An apparent attack on the comprehensive principle ought to be resisted.

So in its early days the school had few sympathizers, and formidable opposition from those it would have liked to count as friends. Support from within the system seemed unthinkable; the school had to look for finance from benevolent, or more enlightened, outsiders.

It took a few hundred letters and innumerable visits to industries, successful and philanthropic Glaswegians, and charitable foundations, before the Scottish International Educational Trust, the Wates Foundation, and the Gulbenkian Foundation promised support.

In 1974, then, with £17,000 over three years from these three foundations (the bulk coming from Gulbenkian), the school was suddenly rich. It could not only employ three full-time teachers, but pay them. It could open the doors a little further to some of those clamouring to get in. (It also, perhaps mistakenly, opened its doors to increasing numbers of referrals from social work and children's hearings, who saw the school as a form of intermediate treatment.) The school could buy badly needed equipment, and a minibus to take the kids hill-walking and camping, and to other schools and other cities.

The grant was given on the assumption that at the end of three years, the school would be taken over by the authority. In 1974, when that proviso was made, it seemed the authorities were becoming less paranoid about free schools.

In addition, a new structure for local government was about to emerge. It promised to be forward-looking and innovative, peopled by new brooms, or at least old ones with new handles. At the grass roots, social workers, community workers and voluntary agencies were filtering back favourable reports on Barrowfield to their administrations.

Evidence of changing attitudes came

in late 1975, when Strathclyde Regional Authority reacted favourably to the suggestion that they reprieve from demolition the old Camachie primary school in the area, and bequeath the building to the "free school". It took a year of negotiation and lobbying to achieve this, but by September 1976 the school was in its "new" building.

The region helped in the supply of materials and furniture. By the end of the year they had agreed to support an application for urban aid. There was also promise in the East End Development Project, which would finance the transformation of the decrepit east end of Glasgow, where Barrowfield was situated.

Gulbenkian then invested a further £10,000 to renovate the building, with the assurance that it would be sponsored by Strathclyde. In fact, in a newsletter distributed by the region in spring, 1977, Barrowfield was listed as receiving support as one of their Urban Aid Projects.

Now, only a few months later, there is to be no urban aid. There is to be no East End Redevelopment money. Strathclyde does not wish to number a free school among their institutes of learning.

Yet there are now more resources than ever. In the shape of an army of unemployed teachers. Millions are being spent on Job Creation projects. But that abundance is only a corollary to the hard-headed, tight-fisted new look of the late seventies.

Must the free school now be seen as a failure? It has certainly failed to live up to its own propaganda, or at least to the myth that Summerhill created for it. All free schools suffer from pilgrims. Many come with expectations of unfettered creativity, self-motivated children no longer alienated from education, needing no persuasion in their ardent pursuit of real learning.

When those visitors came to Barrowfield they were met instead with the chilly aspect of the ancient primary school building—a halfway renovated cathedral within which a number of kids could be seen struggling, often without enthusiasm, at some very basic and quite traditional maths.

One of the pillars of the free school wisdom was that conventions, ritual and bureaucracy, were impediments to true educational inquiry. Some of Neill's kids at Summerhill needed only freedom from those constraints to blossom into self-directed learners.

The same is probably true for a large percentage of kids. But Barrowfield kids are not only disaffected because of the modus operandi of secondary schools—they are fundamentally estranged from

those arenas of knowledge and methods of inquiry we define as "education".

Barrowfield has stuck to its original article of faith, that only with the involvement of pupils in what they see as meaningful activity can any real progress take place. But it is now obvious that it is less the area and the home background that has ingrained anti-educational attitudes, and more the experience of school.

Not only has this experience produced feelings of insecurity and inferiority, because of the daily rehearsal of failure; the pupils' experience of success seems to present an equally insurmountable obstacle to real learning. Pupils often don't undertake tasks because they are "rubbish"—in other words, "I do not understand it". "It makes me feel insecure"—yet they will happily immerse themselves in prolonged ritual exercises that demand no challenge—five or six pages of easy spelling words, or simple sums offering a cosy refuge from thinking.

At last, teaching in the free school has been a one-step-forward-half-step-back process. Sometimes it seems to be going nowhere. The school has had many hostile and intractable adolescents, whose childhood has been played out in homes, residential schools, courts, and children's hearings, and whose primary lessons about living are that life is confrontation.

With some the school has had a quite unpredictable success. But if legal and educational agencies have seen it as a means of turning hardened recidivists into mild-mannered Christian gentlemen, on that score Barrowfield has been a failure.

Perhaps the real reason that erstwhile sympathizers are now prepared to see the school close is that they believe it has served its purpose. It has provided an adaptable rescue-kit model for a comprehensive system under stress. Looking back to 1972, and the antagonism of the idea of breaching the comprehensive principle, it seems surprising that special or "day" units are the "in" thing.

In 1972 there were no special units, no intermediate treatment, no truancy or exclusion centres in 1977 they are flourishing. The Pack Committee on discipline and truancy in Scottish schools made as its first recommendation the further provision of "day units".

Where did this new ideology spring from? Much of the theory, and even more of the practice, of special units and intermediate treatment derives from the free school phenomenon. A visit to a special unit or an intermediate treatment project confirms the suspicion that they are

UNIVERSITY OF EXETER

Continued from previous page

free schools in disguise. Many of those involved admit that it is, directly or indirectly, from free schools that they have learned their lessons.

The first special unit and the first intermediate treatment project in Strathclyde both have striking parallels to Barrowfield. It is more than coincidence that the first experiment with a special unit should be a few hundred yards away from the free school, as an outpost of the local comprehensive. Nobody denies that it was modelled on the free school.

What is more significant, however, is that it in turn has provided the model for further special units, which take their place on the visiting circuit when new units are being established. Barrowfield is no longer on that circuit, having been surpassed by the glossier version, much less tatty, much more lavishly endowed, benefiting by its umbilical attachment to the mother comprehensive round the corner. The free school concept has been refined and trimmed to meet the expectations of the system.

To some extent the same is true of intermediate treatment. Without an attachment to a specific school, intermediate treatment can offer more latitude for experiment and innovation, but with its access to the resources of social work it, too, has a benevolent overseer. Like the first special unit in Glasgow, the first intermediate treatment scheme benefited from what was happening in Barrowfield: it similarly provides a model for future development in this rapidly expanding market.

The free school is being laid to rest, unless some people care enough to keep more than its memory alive. Those who have worked there have a considerable reservoir of expertise, much of it gained by frustrating and sometimes disastrous trial and error. Clearly the system has learned a lot from their efforts. It is highly unreasonable to suppose that free schools cannot, given the chance, develop in new directions and offer new insights. Many of the assumptions of special units and day centres show that some fundamental lessons that free schools offer have not yet been learned.

Barrowfield needs some gesture of good will from the authorities. Even a fifth of the per capita expenditure for a special or intermediate treatment unit would keep the school in business. Two hundred and fifty new jobs are being created for teachers in the region overtly as a response to the need for greater input in areas of deprivation. If two of those jobs went to the community school it would go most of the way to guaranteeing its survival.

It is continually astonishing to see parents in the area—parents described by a local head as "a feckless bunch"—keeping their own little school going. In a highly patriarchal community it is also pleasing to see two or three dads heavily involved. Schools which complain about parents should take a close look at Barrowfield.

So should councillors and education department evaluators. They would certainly see deficiencies, many stemming from lack of resources and security of tenure. In some senses they would be right that special units and good remedial programmes in schools can do it better. But if Barrowfield is short on techniques and equipment it could do with help, rather than criticism or closure.

Its long suit is its place within the community, and the affections of parents and kids: its location within a building that is developing as a community resource has tremendous potential. Local people, particularly some fathers, have put hundreds of man-weeks of hard labour into renovating the building, all on a voluntary basis. One of these was recently ejected from his council house as an "anti-social tenant".

If Barrowfield closes, the region will have a dozen young people on the streets who will either refuse to go back to schools or, quite simply, not go back (which is much easier). Then a special unit can be set up, at a cost of perhaps £40 or £50 per capita per week. But then it will all be on a sound official basis, won't it? And we will all be losers.

John MacBeath is a lecturer at Jordanhill College of Education, Glasgow.



Snooker, sewing and the great outdoors (page 15) for students at Barrowfield.

Does sex make any difference

A survey of the educational and vocational levels reached by a national sample of men and women highlights some of the reasons why women are still far from achieving equality of opportunity.

J. W. B. Douglas
and Nicola Cherry report

We wanted to look at the educational and vocational achievements of a group of men and women, now aged 31, who were among the last to pass through an *All our Future* school. There were many indications that the objective system of secondary schooling girls' interest in academic learning was being undermined and the courses and exams taken were less than those of the boys, and it was felt that this would show up in poor A level results and a low proportion entering tertiary education.

The changes in education at all levels during the past 10 to 15 years have been considerable. Diplomas and certificates, vocational achievements of the post-war generation, but degrees in education which to compare the achievement of one generation with that of another. A complete account is available of all subjects taken or passed, the length of the course, the basis of attendance and the characteristics of the institutions. We are concerned here with the educational and vocational levels reached by men and women, irrespective of their home circumstances.

The members of this birth cohort were born after the brief upward swing of the birth rate during the war had reached its peak, and before the start of the massive increase in birthrate of the 1950's. The school they had the advantage of following a larger generation. At tertiary level, expansion had started but had much to offer to go, and when major developments of the colleges and polytechnics were to come.

The group had an exceptionally high frequency of early marriages. In this respect they exceeded both earlier and subsequent birth cohorts—an important consideration, as we shall show that early childbearing is associated with restricted vocational opportunities.

Differences between the sexes in educational and test performances up to the age of 16 have been described in *The Home and the School* and *All our Future* in the primary schools the girls made higher scores than the boys in tests of ability and attainment, and were described by their teachers as harder workers and more likely to benefit from admission to selective schools.

The proportions of boys and girls selected were, however, closely similar, and by 15 years the boys were making higher scores in all tests except verbal intelligence. This was so in each social class. In the GCE O level exams the girls were less likely than the boys to fail completely, though they passed in fewer subjects and, in particular, gained few passes in maths and science. Up to the age of 16 there were no substantial differences in the ages at which boys and girls left school; but at that age even boys of similar ability to say they would enter full-time education after leaving school.

There were many indications that the objective system of secondary schooling girls' interest in academic learning was being undermined and the courses and exams taken were less than those of the boys, and it was felt that this would show up in poor A level results and a low proportion entering tertiary education.

Information about colleges, universities and other further education institutions attended and the courses and exams taken was obtained from the survey members, and checked with the institutions concerned. Educational and vocational courses and qualifications are kept separate, though they have been classified in a parallel way, using the grading of courses of the Burnham Further Education Committee, to give the vocational equivalent to the educational scale of GCE examinations, "O levels", "A levels", "degrees".

Where the level of a course was unclear, it was checked with an HMI for technical education. Diplomas and certificates of education were classified as "vocational", but degrees in education were included with other degrees.

A complete account is available of all subjects taken or passed, the length of the course, the basis of attendance and the characteristics of the institutions. We are concerned here with the educational and vocational levels reached by men and women, irrespective of their home circumstances.

The members of this birth cohort were born after the brief upward swing of the birth rate during the war had reached its peak, and before the start of the massive increase in birthrate of the 1950's. The school they had the advantage of following a larger generation. At tertiary level, expansion had started but had much to offer to go, and when major developments of the colleges and polytechnics were to come.

The group had an exceptionally high frequency of early marriages. In this respect they exceeded both earlier and subsequent birth cohorts—an important consideration, as we shall show that early childbearing is associated with restricted vocational opportunities.

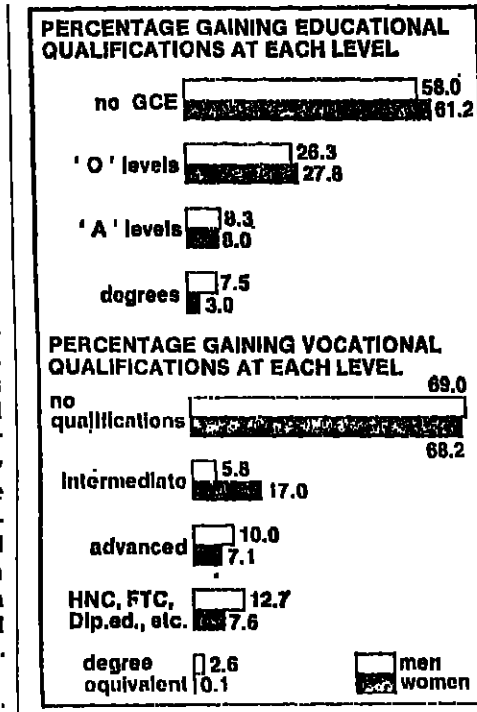


TABLE 1
% Improving the level of qualifications achieved at school

First child born when cohort member aged:	none or sub GCE		Level of qualifications achieved at school "O" level		Level of qualifications achieved at school "A" level		Overall	
	men	women	men	women	men	women	men	women
15-18	13.4	6.5	—	0.0	—	0.0	13.3	5.3
18-21	14.4	12.1	50.0	13.4	57.1	41.9	17.8	13.1
21-25	20.9	24.3	47.2	25.9	63.3	74.4	27.9	27.6
No child at age 25	30.0	31.0	53.2	35.6	81.2	84.5	43.8	41.4
Overall	25.0	21.8	51.5	29.1	78.1	78.6	36.5	28.6

* The half year cut off point was chosen to include children born after the cohort member's birthday (in March), but before the end of the academic year (taken as August).

Figure 1 Figure 2
% scoring more than 24 in reading test

At 15 years	Men	Women
At 26 years	60.1	52.7
	85.7	79.6

Figure 3
% passing vocational qualifications in key year

Intermediate or higher levels	Men	Women
Advanced or higher levels	43.5	64.4
HNC, FTC, Dip.Ed., or professional	55.0	72.4
	70.8	86.0

little opportunity to improve when the same test was given again.

However, early school leavers of both sexes appear to have made major gains. If it is accepted that a score in the top half of the Watts-Vernon test at 15 indicates a socially adequate reading ability, then the early leavers, who as a group were inadequate at that age, have improved their position by the age of 26.

Even those who left school at the earliest possible opportunity, and therefore did not enrol at college, greatly increased their reading score during the succeeding 11 years. In the 15 year test only 23 per cent scored above the mean of the whole sample (24 or more points) whereas at 26, 59 per cent were scoring at this level. Thus improvements in reading in late adolescence and adult life occur, among initially poor readers, whether or not further education is received.

The expectation in *All our Future* that girls would leave school with fewer A levels than boys has been confirmed. The age of leaving school was similar in both sexes, and the proportion with some GCE qualifications was also similar, but A levels were gained by only 10 per cent of the girls compared with 14 per cent of the boys.

After leaving school many men and women (55 per cent) take courses at colleges or universities. Some simply widen their qualifications at roughly the same level as their achievements at school; for example, those leaving school with O levels and passing an audio-typist qualification or an intermediate City and Guild's exam have widened their skills, but not improved their level of qualification.

One in three members of the 1946 cohort obtained by further study a qualification that was higher (on the Burnham grading) than their school level. Their chances of improvement are greatest if they leave with A levels, and lowest if they leave with no qualifications.

This holds for both men and women, though not wholly in the same way. Girls who leave school with one or more A levels are just as likely as boys with the same leaving certificate to get better qualifications, and the same is true for

girls with sub GCE or no qualifications. But girls leaving school with O levels are far less likely to improve them by further study.

Some of these sex differences are explained by differences in the age of childbearing, as Table 1 shows. Women who start childbearing early are less likely to raise the level of their school qualifications than those who start late, or have not yet started by age 25. The same holds for men, though less marked, so that among those who started a family by the time they were 21, women suffered the greater restriction of educational opportunity.

As early motherhood is much more prevalent than early fatherhood, the effect on level of qualifications attained is far greater. Whereas the overall proportion improving qualifications after leaving school is 29 per cent for women and 37 per cent for men, if the age of having children had been the same in both sexes, these proportions would have been respectively 32 per cent and 34 per cent.

Even if they have not started a family by the age of 25, women with O levels are less likely than men to improve their qualifications after leaving school. The explanation for this must lie in part in the types of job available to men and women. Many boys leaving school with O levels enter a five-year apprenticeship in which early exam success leads to opportunities for further study, but not to a reduction in the time needed for formal recognition as a skilled worker.

In contrast, the bright O level leaver entering clerical or secretarial work can reach skilled status within a year or two, by passing qualifications rated on the Burnham grading as being roughly equivalent to O level. Even where the work itself contains a large element of administration, only a low level of formal qualification is demanded. Since girls are more likely to enter office jobs and boys apprenticeships, substantial differences in the final level of vocational qualifications may be expected among men and women entering employment at an early age.

This is indeed found. Differences between men and women in the level of

vocational qualifications are a good deal more marked than differences in their level of educational qualifications (Figure 2). The proportion with no vocational qualification is similar in the two sexes, but women outnumber men at the preliminary level, whereas men outnumber women at the higher levels.

These differences in vocational qualifications are certainly not explained by lack of staying power of women who start courses, or by their falling in exams. Once they have joined a course women are more likely than men to be successful in the "key year"—to complete the courses and to obtain their qualifications at the first attempt (Figure 3). This holds for each level of qualification and for each basis of attendance, and is most clearly shown among those who enrol on an examination course by evening study alone.

The rather gloomy expectations for women at A level and above voiced in *All our Future* have not been wholly fulfilled. There is a small gap in the level of educational qualifications of men and women, which is largely explained by the tendency for girls' schools to see colleges of education as a satisfactory alternative to universities. The superior vocational qualifications of men seem to reflect their greater incentive and opportunities to qualify for higher level jobs which, at the time this group were on courses, and probably today too, were difficult for women to enter.

There is, however, every reason to believe that the women would have done as well or better than men of equivalent ability if more of them had enrolled on equivalent courses, and that their failure to do so reflects the structure of society rather than the limits of their capabilities. While early childbearing is an obstacle in the way of women obtaining higher qualifications, this is mainly so at lower levels, and is likely to change in succeeding generations with postponement in childbearing and smaller final size of family.

J. W. B. Douglas is director of the Medical Research Council unit at the London School of Economics. He was director of the National Survey of Child Development. Nicola Cherry is a research officer at the MRC.

The play's the thing

Bernard Crick reports on political education through theatre at the Cockpit

The Cockpit, its director Alec Davison tells me, is not for education in the theatre but for education through drama. The distinction is important and genuine. If it's not "theatre and arts workshop" does many things and is a very busy place: it is also a teachers' centre, a youth centre and a community arts centre, with even its own "Outreach" group who go round the schools. But almost everything it does has something to do with the ordinary curriculum. Here is not a group of "culture to the masses through theatre" optimists, but a group of people who know the real nature and needs of inner-city secondary schools and seek simply to enlighten and make more imaginative the ordinary syllabus.

I visited The Cockpit recently for the first time to see the play *Marches*. I went in order to indulge, again for the first time, both my main hobby which is theatre-going and my main professional obsession which is political education. Normally I keep these two friends apart. I don't believe in either Matthew Arnold's or Karl Marx's version of being a "whole man" or an "integrated personality": I like variety, doing different things and even thinking in different ways at different times. Isn't there something of the actor in my good teacher of the arts, languages or social sciences?

However, when anything is labelled "political theatre" I go in a few of being called as a witness to a propaganda atrocity. All I knew in advance was that *Marches* was a documentary play about the strikes, contrasting the Tower March of the unemployed to the Cable Street March of the British Union of Fascists. And I knew that the morning was for the play and the afternoon was for group discussions about the play and sometimes role-playing.

Between the morning and the afternoon was lunch. My friend from the Institute of Education slipped in with a group of black girls (in the majority that day) with his easy professional manner. I intruded into another such group more awkwardly but made all well and tongues wag by the lie "a journalist", in reply to "who are you?" (not a complete lie, some of my colleagues would say). My friend's group was sure that the play was biased towards Mosley. My

group was sure that it was biased towards the Communists.

The play was, in fact, marvellously balanced, "fair" and empathetic, presenting the Mosley of the unofficial programme for full-employment getting the better of argument with the narrow, bewildered and conventional figures of Macdonald, Snowden and Thomas, with at first only a hint of megalomania, something which grew, but could be seen to grow not just from a lust for power but also from the rejection of original ideas by ordinary men incapable of rising to great events. Parallel to this extremity one saw an ordinary unemployed man being driven closer and closer to the Communist Party as "the only lot that does anything for us". Yet this was far from *Theatre of War* or even the community action version of Aitken-Proven theatre today. There was always a hint that the tough-but-sweet young Communist girl was acting under starter's orders, or wouldn't mind a bit of sacrifice of others for the cause.

The first half of the play hardly mentioned anti-semitism. Concerned with unemployment, perhaps Mosley did win the first act on points. But in the second act, nothing was spared of what the Fascists said about the Jews and what some ordinary people said about immigrants in general. A parallel began to emerge. Only a few of the black girls, in fact, seemed to miss it. So perhaps rather oddly, it ended on the formal liberal dilemma: should the Cable Street march have been banned by the Home Secretary? Should (ever) you get the point in the discussions) the Lewisham March have been banned?

The play itself, was well characterized and well researched. And the Cockpit is a well-equipped and flexible modern arena theatre built in 1970, ideal for a small company. The Theatre-in-Education Team (Roger Chamberlain, Gabriella Harding, Harry Miller, Peter Murphy, John Slade and Amanda Wright), wrote the play themselves, with the director Tim Cauti, and each was excellent as well as polymorphic. The company have learnt everything there is to learn from the kind of small-scale, studio performance which the RSC did not pioneer, but have certainly perfected in *The Other Place* and *The*

Warehouse. And one's own excitement was heightened by the intense reactions of an audience of whom very few had been to "the real theatre" before and yet who were readily able to accept the artificial conventions that have grown up to help small troupes act epics.

The afternoon was equally intense. The 60 or so children were split into six groups of 10 and their teachers were artfully isolated. The actors visited the groups to discuss the issues of the play in character. I watched a group visited by Mosley. He answered all questions in character. He had really mastered both subject and period. "Why did you let your men bash the Jews in that way?" "There never was a successful prosecution of any Blackshirt for assault on a Jew, I challenged them and do now anyone to find an instance to the contrary. I'm afraid, young woman, that whoever told you that, is a victim of Communist propaganda or a Communist." But we just saw it! "You saw a play which contained a lot of Communist propaganda as well as a reasonably fair if abbreviated account of my own views."

"That's the stuff", thought I, like a dream come true. That is real political education, just what we in the Hausfrau Society programme have been talking about - an empathetic grasp of different viewpoints, as strong as they come. The only trouble was that some of the girls' minor abilities, level sixth) couldn't cope with both the shifts of reality and the strong characters; and some will plainly believe till their dying day that they've met Mosley. The risks were lessened a bit in the plenary sessions as groups reported back and the characters answered, still in character, but relating each other in quite deliberately, nothing was to do with *Theatre* for the schools.

Few of the groups on that day, however, showed any signs of having been prepared for this, despite the excellent teacher's hints sent out in advance. The teachers said that they could be following it up anyway. It was not just a day out. It should not have been. Here were the very tools of the craft and of political understanding intertwined. Dramatic political issues need an imaginative understanding of the plausibility of all relevant viewpoints. Since they exist in society, how can we possibly exclude? National Front ideas from schools, even if it were desirable to do so? We can, of course, but then effectively by making pupils more politically literate. Would that more schools could spend time in the Cockpit.



Mosley delivers his resignation speech to the House of Commons, Aug 28, 1936 from "Marches".

Messiah of the stage

John Russell Brown on John Arden

Plays One: *Sergeant Musgrave's Dance*, *The Workhouse Donkey*, *Armstrong's Last Goodnight*. By John Arden. Eyre Methuen £1.25. 413 38460 8. To Present the Pretence: *Essays on the theatre and its public*. By John Arden. Eyre Methuen £5.50. 413 38150 1.

Read in sequence, these two books reveal an extraordinary, stirring and sobering story. Three of John Arden's plays, originally performed in 1963 and the early sixties, are now published in one paperback. At the same time, the author has collected reviews, essays and occasional writings that date from 1964 to the present day—and these appear in a volume that sells at more than four times the cost of the plays.

The young dramatist provided three different theatres with powerful, exploratory plays that drew forth strong performances and pressed hard against the boundaries of each theatre's usual operation. They also challenged their audiences, and still challenge their readers. Then, after seven or eight years, the author chose to present for the most part, outside permanent theatre establishments. A return to the West End in 1972 led to emergency meetings for the cast of the play, estrangement from the management of the Aldwych Theatre, and the dramatic plotting of Arden's collaborator, Arden's strike action led the support of the Society of Irish Playwrights. The play was not a new one, but a version of a three-part drama devised in the first instance for quite different presentation.

Some readers will see John Arden leading one band of followers after another into wasteful and absurd border warfare. From this viewpoint Arden's larger ambition of recent years—a carnival about Vietnam at New York University in 1967 and the *Non-Stop Connolly Show* in Dublin and London in 1975/6—will be judged unfinished, incomplete and amateurish. They have been at odds with almost all those ways of working that have brought great performances, and impressive productions to both the metropolitan and the international "experimental" stages.

But other readers will hail Arden as a messiah, who, by his own courageous and disciplined example, leads them into the desert in search of a promised land. To these followers, he offers a theatre that is committed, cultural and unafraid; a theatre without subsidy and without a nod to any kind of theatre that is passionately concerned with a new world as well as a new art; a theatre whose most wonderful creations can be assessed

only by imaginative and active response. In a preface to his three early plays, Arden offers them as "examples of the kind of script by which some of us once vainly believed that the whole nature of the theatre could be changed". To the author the plays are dinosaurs, and the essays, *To Present the Pretence*, are unequivocally revolutionary. He presents himself as a man who has opened his eyes, turned about face, and now begs others to disregard comfort, security and meaningless struggles with an outworn theatre, so that they, too, may work as he does. He is a potential giant-killer who takes himself with absolute seriousness and everyone else as either collaborator, enemy or fool. He marshals no permanent allies, except his habitual collaborator, Margaretta D'Arcy. He praises the work of no other living dramatist, directing our particular attention only to the dead, to Jonson, Aristophanes, Lorca, Brecht, O'Casey, Shakespeare, and to his own latest works. His voice is all the more assertive because his regular publisher, who takes these kind of plays that he most values (It is good news that the Pluto Press is due to publish the cycle on Connolly in some suitable form in the near future.)

When the three re-issued plays are read along with the new essays, Arden's most accepted work seems very much in line with his present attitudes, being centred on well-nigh impossible actions carried out against great odds and in the face of accepted opinion. In *Sergeant Musgrave's Dance* the leading actor has to give a solo dance, the play reaches its climax: at the same time, he also has to sing, with mounting emphasis, *waving his rifle, his face contorted with demonic frenzy*; he then stops, panting and the next movement leads the action forward with gentle, argumentative, fierce and intense speeches. In the final scene, the actor has to make a *strange animal noise of despair*, and then, after very, very few words, he vanishes and remains silent. In *The Workhouse Donkey*, and *Gilnockie in Armstrong's Last Goodnight*, also end with song and defiance, as one actor has to outplay everyone else on the stage.

In a specially written introduction to the volume of essays, Arden says that whenever he thinks of "stage time" it is always an early nineteenth-century theatrical print that comes to mind. He relishes "the strained almost inhuman posture of the classic theatrical icon... with its crude lines, its stilted and mechanical embellishments." This image of "the drama" is also in keeping with the way he stands now, both to a reader's mind races ahead. Must this new work be only for a small audience in a remote part of Ireland where Arden is a resident alien? Could any modern theatres speak to wide audiences or represent only Arden's own pursuit of theatrical icons? Is a tuppenny-coloured theatrical print a satisfactory prototype for a drama alive to today's issues and today's possibilities? Could any messiah achieve permanent good? Does this messiah have enough sense of equality, liberty and, especially, fraternity? John Russell Brown

When the book of essays concludes with the couplet: I say no more: I have no more to say. I now propose to start a brand-new play.

When the book of essays concludes with the couplet: I say no more: I have no more to say. I now propose to start a brand-new play.



German Through Reading

M. E. Mountjoy. A series of carefully graded and attractively illustrated readers in two colours, with accompanying objective tests. Stage 1 is suitable for the end of the first year, Stages 2 and 3 for the 2nd year.

- Stage 1
1 Das Haus im Baum
2 Ingrid und Maria
Stage 2
3 Alarm bei Nacht
4 Dagmars Probleme
Stage 3
5 Hitlers Ara
6 Der Weg zu den Sternen
50p each Testbook 75p

Trade and Growth

C. L. Pass and J. R. Sparkes. How are the economic fortunes of Britain linked to foreign trade? As a nation heavily dependant on exporting its goods and services, growth in this area stimulates the economy as a whole. But the record in recent years has been poor. This book considers the reasons for this and the options open to improve the situation. *Studies in the British Economy* £1.30

Who Wants to Cook?

Mary Philip. A book of recipes for cooking with the pre-school, infant and young child. Several of the recipes can be prepared with no actual cooking. £1.50

Fundamental Chemistry

A revision book for first certificate M. J. Long and J. H. White. Summarizes all the knowledge required for current C.S.E. and 'O' level chemistry examinations. Closely in line with the latest syllabuses, especially J. M. B., London and A. E. B. £1.60

Objective Questions in Physics for Advanced Level

K. A. Toh and S. H. Tan. A collection of carefully tested objective questions for students following the 'A' level Physics syllabuses of the University of Cambridge, University of London and other examination bodies. £2.10

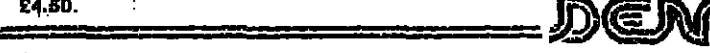
Inspection Copies (TES 9/12) Please ring the titles you would like to receive on inspection and return this advertisement to the address below with your name and address.

Name:
School:
Address:

Heinemann Educational Books
48 Charles Street, London W1X 8AH.

Everyman's English Pronouncing Dictionary

Originally compiled by DANIEL JONES Revised by A. C. GIMSON. The most comprehensive revision since first publication, incorporating a new vowel notation. The dictionary now contains over 59,000 words in international phonetic transcription, together with many thousands of inflected forms. The pronunciation given is entirely that in common usage in the last quarter of the 20th century.



The Taylor Report on School Governors and Managers

Back numbers of The Times Educational Supplement containing Mr. Taylor's own 6,000-word summary are available from The Circulation Manager, The Times, New Printing House Square, Gray's Inn Road, London WC1N 8EZ.

Tel: 01-837 1234

...wherein to catch the conscience

Jessica Saraga on the work of some Theatre in Education groups

If lack of political literacy in children is a problem, then Theatre in Education can help tackle it. Although many TIE groups do not like to be described as being involved in political education, it is the label they object to rather than the fact. They do not deny their strong concern with the local community and its problems, and they provide the impetus for a project. "We believe that education does not stop at school", says Bill Mitchell, designer at Key Perspectives, in Peterborough. Education merges with entertainment, and we produce shows not just for schools but for youth clubs and adults in community centres as well." Inevitably many of the questions raised in their shows are social and political ones, and this seems to be typical too, of TIE teams who operate only in schools.

One shared concern is the rise of the National Front to which Key Perspectives' *Fat Cat* was a response. "From the very beginning we'd decided to tackle the problem of fascism and racism", writes Tricia Kelly who directed the show. "Peterborough is a town with a high immigrant population—a fair amount of antipathy, which the National Front is capitalizing on. For this reason we considered it very important to expose their ideas, and also point out where they could lead to."

The project on race which the Bowsprit Company at the Greenwich Young People's

Theatre is currently planning developed out of a similar concern. "The company considered the idea of tackling the subject of race after the National Front march in Lewisham in the summer, virtually on our doorstep", says Sue Bennion, the schools liaison officer. "We have also had a lot of requests from teachers and local community relations officers, who have asked us to produce the distribution of National Front pamphlets in schools. We have thought very carefully about how to do this; we will employ a writer, but the company will decide on the approach and we will have a conference with teachers about it—it's a very sensitive area, and one's got to approach the problem as teachers see it."

Even where the starting point for a show is a school or examination syllabus, similar topics emerge. The M6 company, starting from the history syllabus, dealt with the rise of fascism in Europe in a very sensitive performed earlier this year, as did Coventry TIE in *The Rise of Adolf Hitler*. Trade unions have been dealt with by Key Perspectives and by Bowsprit, who also have a pro-spective programme on homelessness. Theatre Centres, who tour nationally, have used their production of *A Taste of Honey* to focus on the problems of the minorities represented by some of the characters in it. Their other current production, *Timephase*, uses a science fiction format to suggest to the children that, although past

suffering and injustice cannot now be put to rights, the future is theirs, and would and they are responsible for thinking what it should be like.

Choice of subject does not depend completely on the companies' own initiative. A company will hold regular teachers' meetings to discuss ideas, and will go into schools where possible to talk to the children, trying to identify what is needed and what an attempt to analyse its success—Bowsprit always asks teachers to fill in questionnaires about how they think the show worked. In many cases close cooperation is built up with schools and teachers over the years.

Great importance is attached to joint discussion of aims and objectives, to the teachers' preparatory work with the pupils, to the way a programme fits into current areas of study. Liz Maidment, who is responsible for drama at Blackthorn Bluecoat School and who has worked closely with Bowsprit, says, "Projects are successful when they relate to the ongoing work in school."

It's not always themes across the curriculum. If you're going to use theatre for educational purposes you must relate it to what's going on, otherwise it's in a vacuum and meaningless. The children's minds can't take it; they need some kind of structure to work within.

She feels that the concern with social

and political issues is a welcome priority and that Bowsprit's attitude is a responsibility. "Bowsprit are very aware of how vulnerable children are to the emotional impact of a live performance, and what a powerful effect outsiders have in a school. They are always careful—some programmes challenge the children's preconceived ideas and prompt them to gain insight into an issue, whereas others avoid provocation and encourage children to make up their own minds. The effect is not so much political, more opening up avenues—the uninformed see that there is something to be said on the issue and respond to the visual demonstration of the children into the outside world and the guidance as to how to operate in it, but a school is not the real world. Bowsprit is bringing the real world in."

On the TIE side, Bill Mitchell thinks the movement's contribution is to supply a kind of education which is simply not available in schools. Because TIE teams have time and the personnel for detailed research, they can amplify a specific aspect of the curriculum, or open up a whole new angle. In addition, the involvement of an audience in the action and the individual quality of a live dramatic performance something which a classroom teacher can hope to match.

L for lollipop man

Edward Blishen

International Dictionary of Educational Terms. Edited by Terry Page and J. B. Thomas, with A. R. Marshall. Kegan Page £10.00. 978 0 7103 301 3.

The title of this book is an honest one. It is international—in that it offers the address of the Uganda Ministry of Education, and of the Brazilian Association of Tele-Education. It does not provide the address of the British Ministry of Education; so perhaps a reference book should be. If you are curious about the phrase *hoger scholen*, you will learn that it refers to the non-university higher education institutions of the Netherlands. If, on top of that, you are uncertain of the meaning of "higher education", its recondite entry, which informs you that it is "tertiary education of an academic level higher than that

attainable on completion of a full secondary education."

Which brings me to the second honest thing about the title, it is a dictionary. That is, it defines words and phrases. This may lead to a certain obviousness, but might be regarded as remarkably out-of-place and space-wasting, as in the case of the definition of "higher education": or that of "reform" ("Any intended change towards improvement of educational theory or practice").

The fact is, the idea of a dictionary of education, admirable as it might seem, falls down because so much of the subject-matter requires, not telegraphic definition (dammit, the phrase *hoger scholen*, you will learn that it refers to the non-university higher education institutions of the Netherlands. If, on top of that, you are uncertain of the meaning of "higher education", its recondite entry, which informs you that it is "tertiary education of an academic level higher than that

address of the *Studienstiftung des Deutschen Volkes* it is likely to be useful, if not always reliable.

It promises "everyday colloquialisms" (but these, too, are not always present. (You can find out what a "lollipop man" is, but any active if deeply innocent educationalist anxious to discover what a London school-child means when he threatens to "play the monkey" will remain unaided by "Redbrick universities"; yes, but "Oxbridge" (though the other definition refers to the term), no.

Punishment, yes; but among the comical sobrieties in these pages, I cannot think of a more remarkable one than the casual ascription to L. Reid (the use of italics suggest a separate entry for Mr Reid, and he is not there) of the assertion that "it includes: a the intentional and purposeful infliction of pain; b the infliction by a person in authority of a penalty for what the person in authority believes to be some wrong done by the offender."

Fun and games

Though games are very popular presents, few new ones have made their mark recently. The current best sellers have been around for a very long time.

Major London toy and game shops expect Mahjong, which is as old as the oriental hills, to continue its come-back along with Backgammon (precursors are thought to date from 3,000 BC). Other ubiquitous best sellers are Monopoly and Scrabble. Good words are said about the commercial success of Mastermind, but even this is more than five years old.

No one can pretend that inventing that special blend of chance and skill which makes a good game is easy. There is no proven formula, but undoubtedly for a game to be a real success it must be possible to play it on a number of levels.

In addition, one should not underestimate the fantasy value of games for both adults and children. To allow play to our alter-egos in the roles of property dealers or generals is a useful function. Fantasy value probably accounts in part for the popularity of Mahjong (Eastern associations) and the casino games, Craps and

Backgammon (nights in smoke-filled casinos).

In an attempt to find some new heirs to the thrones at present occupied by Monopoly and Scrabble we asked some manufacturers to send along some of their potential highfliers. They had to be box games, cerebral and suitable for children aged 10 or under, though, of course, if older children and adults could enjoy them as well so much the better.

The games are here reviewed by TES staff, who tried them out with adults and children.

Othello, £4.50
Peter Pan

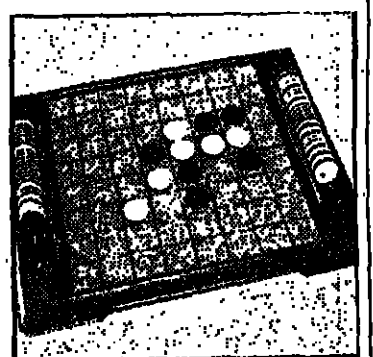
Othello has hours of mileage in it for everyone from beginners of seven up to the most hardened game buffs. As its blurb says: "It takes a minute to learn and a lifetime to master."

Like most successful games, its formula is a combination of simple play and a variety of options and decisions. And it rarely takes more than half an hour to finish a game.

Othello is a game for two players. Each has black or white counters. The aim is to trap the opposing pieces by skillful placing of one's own. Captured counters are flipped over to change colour and join the other side.

Dramatic switches in fortune are a feature of the play. One slip can mean the loss of half an army; and the next move can see the whole process see-saw back again.

Othello is a game—presently one of the most popular—of the Moor up one minute, down the next. At a recommended retail price of £4.50 it may not seem cheap; but it is on sale at many shops for far less, its contents are sturdy made and



there is also a smaller sized travelling set (£2.50). It is, too, a game for all the family.

Since its introduction in Japan in 1971 Othello has become an international hit. It is marketed widely in Britain and addicts can enter the national Othello championships. The winners go on to the world finals.

A departure next year will be the first seasonal schools championships: With entries coming in from all over Britain the organizers hope for a keen contest.

Paul Moorman

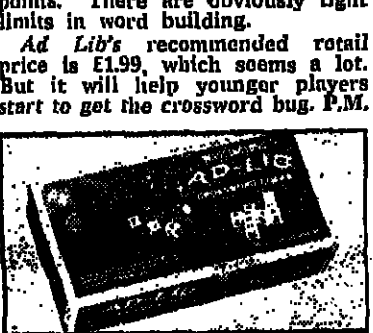
Ad Lib, £1.99
Waddingtons

Ad Lib is a crossword game using lettered dice. Its strong feature is that one person can play it on his or her own against the clock.

The dice are shaken and the letters which turn up on top have to be made in crossword style into as many words as possible before the sand in the accompanying egg-timer runs out.

Each letter has a value. Letters unused are subtracted from the total. The winner is the first player to reach an agreed number of points. There are obviously tight limits in word building.

Ad Lib's recommended retail price is £1.99, which seems a lot. But it will help younger players start to get the crossword bug. F.M.



Coup D'Etat, £5.25
Actionable Ltd.

Every year the games manufacturers make desperate attempts to supplant the old classics like Monopoly and Risk with board games that will mean more to today's families than themes that depend on Park Lane sites at £400 or a world map splattered with British Empire pink.

Time and again they fail because they make the elementary mistake of thinking it is only the idea that matters. What they forget is the fundamental formula which ensures that the old classics are still the bestsellers. They have well-designed boards, pieces which will survive use or misuse by any member of the family and rules which have been meticulously worked out and tested to apply to any turn that the game may take.

Coup D'Etat, or How to be Your Own Colonel, is a strategy game for 2, 3 or 4 players of 10 years and upwards with a rule book which comes complete with "A brief history of Olava and its political evolution". All good contemporary stuff but, as the 14-year-old in our test team observed:

"It would be quite a good game if it had more instructions instead of all that history which no one will read."

Coup D'Etat comes in a glossy package, but when the boxes are opened the board itself is small. Consequently, the space man of the City of Olava, which has to be fought over, is too fiddly and crowded for all the players to see clearly.

The pieces are made up of cards which have to be fixed into coloured plastic pillars, small pieces of cardboard which are so fiddly and liable to split that some of them failed to survive the first trial and final game.

But the rules were the main problem. Coup D'Etat seems to be another example of the current trend to make games before they have been worked out properly. The inventor may have understood it, but they don't seem to have employed testers to discover and iron out the snags.

We had a fairly high-powered



test team: the 14-year-old, who has been building his own computers for several years; his competitor, 12-year-old sister; a cousin of 16 with seven good O levels; and a senior civil servant. On the side lines offering advice were the head of a history department and a couple of journalists. None of us could interpret all the rules.

The basic idea is clear enough, the game requires skill as well as luck, but the action constantly brought us to a point which the rules did not seem to get us out of.

"What they should have done," said the 14-year-old, "was run all the possible moves through a computer and get the right answer for the rules." The manufacturer suggested that a systematic analysis of the situations moves could get you into would have been a suitable alternative.

In the end the kids said they enjoyed the game, but we will not recommend it to families for Christmas because so many of the pieces have disintegrated.

Patricia Rowan

Continued on next page

Farmer George, £3.75
Actionable Ltd.

It might be disconcerting the first time you crash your tractor and have to make a turn, but, otherwise, Farmer George is an excellent game for three to eight-year-olds—and interesting enough to prevent grown-ups succumbing to the temptation to read a newspaper between turns.

The board consists of four interlocking pieces, each quarter representing a farm with its farmer. Every farm has spaces for Tractor, Pig, Sheep, and Cow. The object is to complete his farm.

The pig-saw animals can be "bought" on a market square when a player holds five cards depicting a given animal—pig, horse, lamb or cow. The five cards are collected (and in some cases lost) according to indications on the board, so that

if your tractor-counter lands on, say, a square showing three pigs, you acquire three pig cards.

The board and pieces are attractively designed in pastel colours and each farm picture has a distinctive character. If you choose a red tractor and predominantly red farm you are a hunter, shooter, landowner, if the yellow, you are likely to have rickety buildings and rats in the barn.

The diagrammatic instructions are mercifully simple—the simple in one case; when the board decrees that all the other players must pay you a card, can you choose or is it the donor's decision? A knotty problem. Otherwise, can't hardly recommend this game to families with young children anxious to avoid the expensive rubbish on the market. Children love being responsible for their cardboard livestock and inadvertently spend a good deal of time counting.

Heather Nellis



Naval birds

Prince Philip thinks that Wrens are "a very special breed of Naval bird" and the much quoted chief petty officer who thought that "Of all the terrible things that terrible war has done, these terrible women are the 'prettiest'."

You can make your own judgment at the WRNS 1917-1977 exhibition which opens recently at the National Maritime Museum and continues until Easter. The exhibition contains displays of photographs and items tracing the history of the Wrens as well as recorded music and sounds. Uniforms, trophies and a ship's bell will be among the exhibits.

The National Maritime Museum is at Greenwich, London SE10, telephone 01-858 4422.

The British Esperanto Association says it has had a large number of requests for textbooks and information as well as in-service courses for teachers.

It has, therefore, set up a schools and colleges information unit to provide information and advice,

Up-market maps

Some of us find it difficult to imagine spending £9,000 on an atlas but others do not, and it is to the latter category of, presumably, enthusiasts that The Map Collector addresses itself.

The publishers view this as "a combination of magazine and part-work encyclopedia, which builds up into a major reference work for all interested in early maps and their origins."

This major work will at first be published quarterly, although the publishers feel confident that it will soon become a monthly event. The annual subscription is £15.

Information from The Map Collector Publications Ltd, Church Square, 48 High Street, Tring, Hertfordshire.

to put people in touch with speakers on Esperanto for adults or children, and to offer access to literature and course information.

For further details contact the Esperanto Teachers Association, 140 Holland Park Avenue, London W11 4UB.

Geology calendar

The Nationwide Geology Club, which runs field trips and supplies geological equipment, has published its calendar of events for 1978.

These include about 20 short walks, running for between two and seven nights and costing between £7 and £45 for youth hostels, food and transport. Fares between home and the centre are not included.

Field trips are always led by a geologist and areas visited are chosen for geological variety.

Further information from the National Organizer, Nationwide Geology Club, 25 Hornbeam Close, Sheffield.

Karosent have two new types of photographic storage sheet. These are a PVC sheet for starting up to 16 slides, and one for filling 35mm negative filmstrips. They are sold in boxes containing 20 sheets, which cost £7.55 a pack including VAT and postage. Orders over £100 get discount.

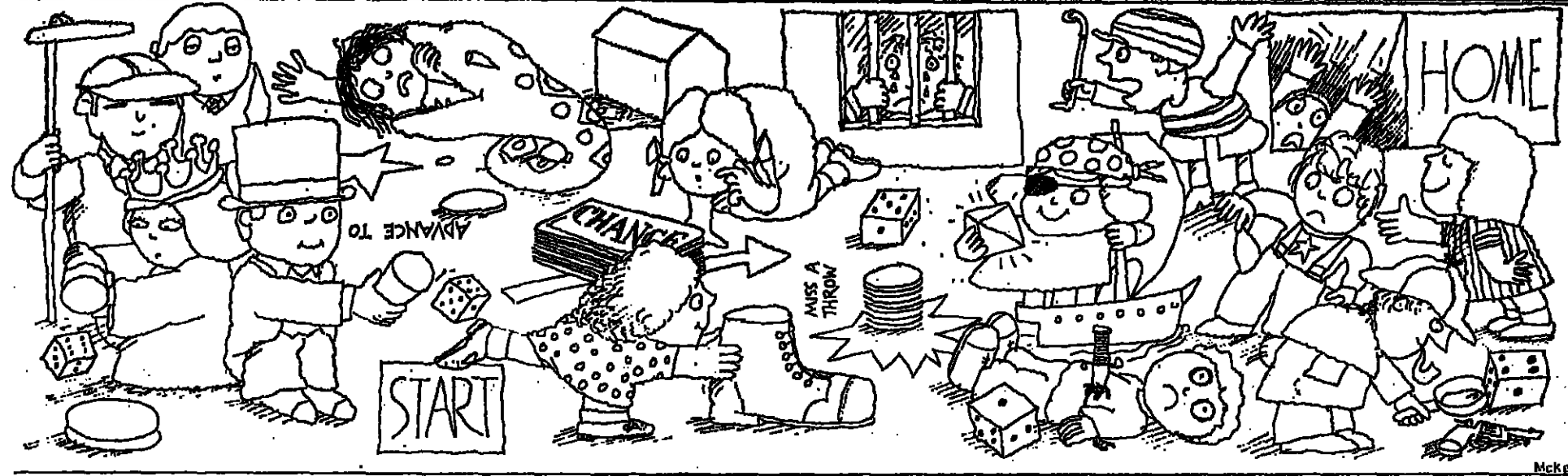
Further details from Karosent Trading Co Ltd, 225 Southway Bridge Road, London SE1 0DN.

Quick hand and slow hand

Apparently quite a few children cannot tell the time, even at ages like twelve and thirteen. Times have produced a set of nine full-colour posters, with teaching notes.

Clocks through the ages

Sets of posters cost £1.80 each. Times' Poster-Off, The School Government Publishing Co Ltd, Darby House, Blitchingly Road, Merstham, Redhill.



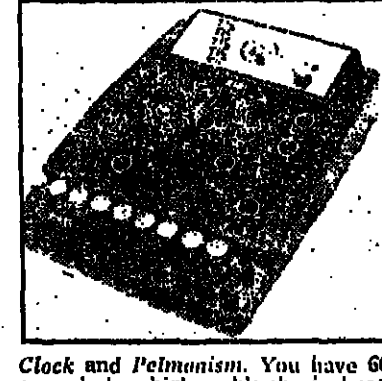
Numbers Up, £5.35
Connect 4, £4.25
Milton Bradley

Connect 4 is a kind of upright thought and crosses, but with more permutations than the version used on bits of paper, window panes or car bumpers. Here you and your opponent slot your own colour counters down one of seven channels, in an effort to make a horizontal, vertical or diagonal row of four.

There is a front range of strategies you can employ, and the game state hard as you get wiser. Indeed, the fun can be as much in the preventing as the winning. It is one of those games where age difference does not matter too much—at least that is how I rationalize the string of defeats I suffered at the hands of both my top junior and my bottom junior.

One thought remains on games. It would not be too difficult, nor take too much time, to construct a home-made version, at about a tenth of the price, or less.

Numbers up is out of Beat the



Clock and Pelmanism. You have 60 seconds in which to hit the jackpot. You are faced with a panel of round pegs in round holes. They are numbered 1 to 20, but you have to turn them up to see which is which. The target: to track down the numbers in sequence, before the egg timer ringing insistently in your ear cuts out and the pegs disappear forever underneath the panel.

The first time you panic. Then you get organized. Eventually you succeed. Then what? So what? A bit of a memory test, fun for a short time. But—It's boring and you've done it!

Disappointed, of Richmond, aged 11. He also suggested the numbers could be clearer—rather crucial that.

Meanwhile, research shows that TES staff possibly know nothing (background) underachievement on the first try (7 out of 20) in comparison to a small but representative sample of junior school children (9 out of 20) in a leafy Outer London borough.

Jonathan Creall



Inclination Intrigue Wiggins Teape. £3.25 each.

Inclination Intrigue are included plastic games involving small plastic balls, a modicum of dexterity and no great skill. Inclination is a tilting board round which the balls move on the throw of a dice; a sort of Ludo combined with snakes and ladders. The balls leave the central point—and return there to start again when landed on by another player.

Once out of the point they progress round the board, their weight shifting the balance of the tilting table as they go. The tilting can make the balls run down short cuts or ruses which go back towards the start or it can pitch them into little bunkers and out of play.

The trouble is that a heavy hand moving a ball can tip the board, pitching people into bunkers or down runs where, because the weight has then shifted, they stay once the player's hand is removed.

The Royal Game of Goose (5-adult), Gals, £2.15.

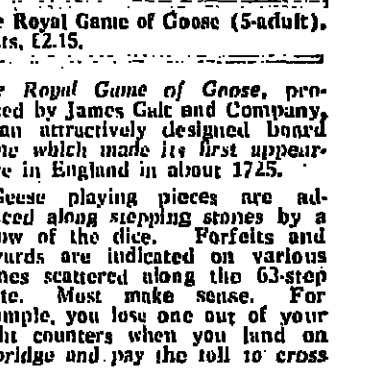
The Royal Game of Goose, produced by James Galt and Company, is an attractively designed board game which made its first appearance in England in about 1725.

Goose playing pieces are advanced along stepping stones by a throw of the dice. Forfeits and rewards are indicated on various stones scattered along the 63-stop route. Most make sense. For example, you lose one out of your eight counters when you land on a bridge and pay the toll to cross it.

You lose another—for "refreshment"—when stopped at the Inn. But it is difficult to convince five-year-olds that there is a good reason why they have to lose two turns when they reach a well.

Dice, shaker and playing pieces are well made. Instructions are clear. The game takes about 20 minutes with three players.

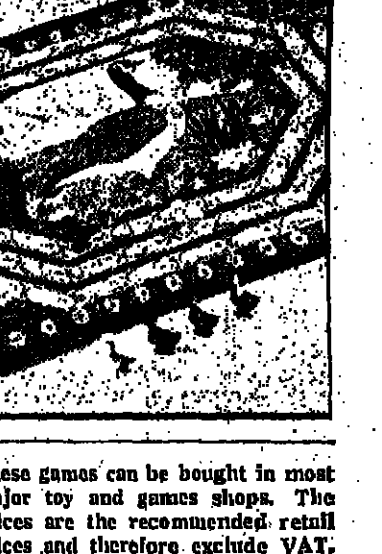
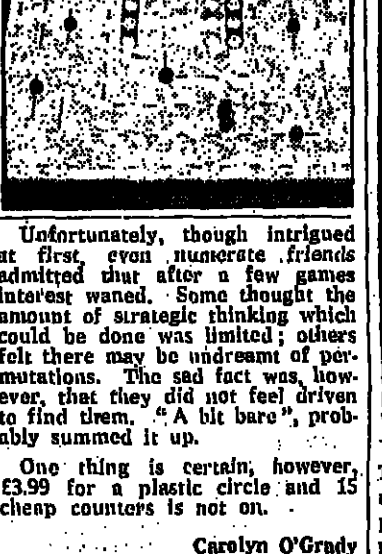
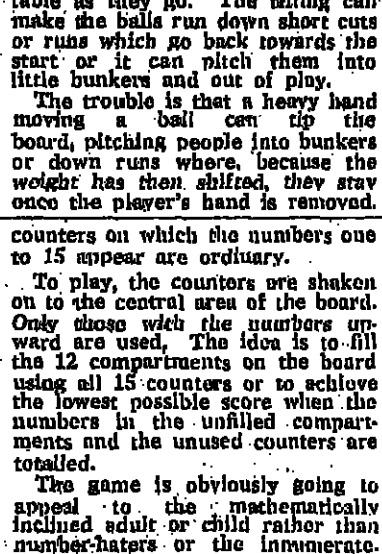
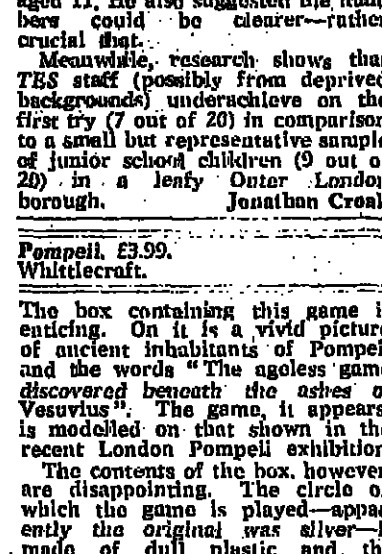
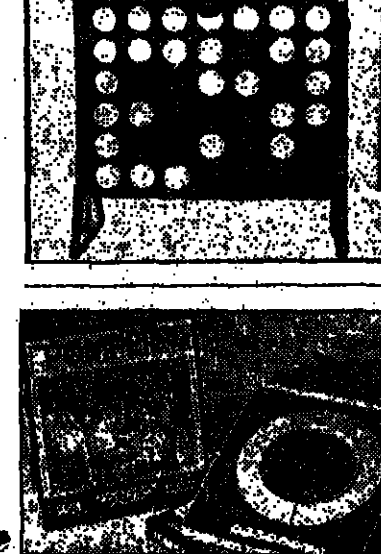
Stephen Cohen



Unfortunately, though intrigued at first, even numerate friends admitted that after a few games interest waned. Some thought the amount of strategic thinking which could be done was limited; others felt there may be undreamt of permutations. The sad fact was, however, that they did not feel driven to find them. A bit more, probably summed it up.

One thing is certain, however: £3.95 for a plastic circle and 15 cheap counters is not on.

Carolyn O'Grady



Pottery and school parties

The Gladstone Pottery Museum at Stoke-on-Trent, which preserves and displays the history of pottery making and the Poteries, is offering new facilities for school visitors.

For a limited period, teachers bringing school parties can book sessions at the museum's workshop when the classes can work with clay. There is no extra charge for pottery-making sessions. (Details from Muffin Fnx.)

As a long term anxiety the museum staff have devised four sample worksheets suggesting suitable questions for different age groups.

The Gladstone Pottery Museum is in Uttoxeter Road, Longton, Stoke-on-Trent.

The Museum of London's Christmas lecture this year will tell the story of children's books "From Chappbook to Puffin". It takes place at 2.30 pm on December 29 and 30, and tickets are not needed. The Museum of London is at London Wall, EC2.

Colour guides

Winsor and Newton have now produced a guide to their new alkyl colours, which are compatible with oils. The guide offers suggestions on techniques, a colour listing, pigment descriptions and permanence ratings.

The main advantage of alkyl colours is said to be that they dry very much more quickly. Paintings can be varnished in a month, rather than twelve months as for normal thickness oil paint.

The guide is available free from Winsor and Newton stockists, Winsor & Newton Ltd, Walsby Road, Harrow, Middlesex.

F. C. Curtis produces a wide range of materials for teaching about safety in the home and on the road. These include slides, 16mm films, OHP transparencies, magnetic boards with accessories, and funnelling graphs. Many topics relate to all age groups.

A free catalogue is available from F. C. Curtis Ltd, 6 Miletus Place, Lytham St Annes.

HAVE YOU SEEN ANY GOOD FILMS LATELY?

Gateway Hire Library has over 300 Educational Films

The Gateway Educational Film Hire Library contains more than 300 16 mm sound films all produced in collaboration with subject experts.

If you want a service which will provide you with 16 mm sound films - easily and quickly - on the day you wish to show them - at a price you can afford - the Gateway Film Hire Library can help you.

Write and ask for the Gateway catalogue of audio visual materials, and we will include Booking Forms so that you can take advantage of the service provided by the Gateway 16 mm Film Hire Library.

SPECIAL OFFER: If you attach this advertisement to your booking we will allow a 10% discount. Offer Codes 31-370

GATEWAY FILM HIRE LIBRARY, Beaconsfield Road, London NW10 2LE. Tel. 01 451 1127

A member of the EBL Group
Group Company

TALKBACK

Heads and Taylor

D. L. Bailey

Last month I attended a one-day conference at the University of Birmingham on "Governing schools: has Taylor the right answer?" It was a misleading title, and Tom Taylor, the main contributor, emphasized that its prescriptive implications were unfounded. He claimed that his report was a consultative document, aimed more at identifying principles and developing attitudes than at being a firm basis for imminent legislation. After consultations, he envisaged a four-year process of implementation, leading to a "new partnership in education". Because of the provocative nature of the issue of who controls schools, I anticipated frank discussion and articulate criticism, and was not disappointed. However, my overwhelming reaction was one of sadness and isolation. As an ex-head teacher I had hoped to be stimulated by fellow teachers representing a wide range of views. But opposition to Taylor was almost total. A typical contribution "worthy of applause" was made by a head who said: "Of course I want parents in my school, so that I can tell them what I'm doing!" He went on to bemoan the low level of response of parents to invitations to his school. Throughout the conference there was a great deal of reference to professional competence and experi-

ise—particularly in the area of curriculum planning and development. This was invariably in the context of "us" and "them" as regards teachers and parents. The attitudes were protective and fearful, and could in no way be interpreted as laying a foundation for a "partnership". My attempt to remind the assembly that there was now enough research evidence to convince even the most sceptical that schools came a poor second to homes as educational influences, met with thunderous silence. The walls around the "secret garden" of the curriculum were well patrolled here; there seemed to be an almost complete lack of humility and respect for parents, and I wondered how typical of the profession we were. One of the more successful jokes referred to the recent claim by Jean Saltis, a non-member of the Taylor committee to be "a professional parent" "whatever that means" added the speaker. I could not square this with my own view, that what is required is help to change the climate of opinion, whereby the status of responsible parenthood is raised. Only when the homes and families of the learners are more adequately valued will our large investment in formal education become really worthwhile. What happens to children in schools is manifestly parents' business. However, there was hardly the slightest hint, from the floor, of the home's tremendous capacity to pre-condition institutional learning, to act as an educative influence in its own right, or the need to increase parental prestige in the community. A fuller and more active involvement of parents in curriculum planning and development would, at one and the same time, positively affect feelings of parental worth in the contributions they can make to the education of their children, and extend and develop the full stature of the professionalism of teachers, in leading the individual in the community to a fuller development of their potential. I was therefore disappointed that the emphasis in the conference was on whether to implement Taylor, rather than on any vigorous and imaginative suggestions concerned with how to do so. D. L. Bailey, a former head teacher, is now senior lecturer for curriculum studies, West Midlands College of Higher Education.

Art workshop

Mary Newland Carol Walklin

Our purpose was to provide children of eight to 13 who had shown evidence of a real interest in art a chance of three days of sustained art activities, helped by highly qualified art teachers and lecturers. We needed to find the right environment and the right tutors for our pilot scheme. Somewhere where we could redress the normal time limitations for creative work for children—tutors who would all encourage exploratory work in depth and the coordination of eye, mind and hand above and beyond the usual teacher expectation. The site was Blackheath High School junior department. The head

of the department, Jean Masters, was our organizing secretary. The five tutors were all practising artists and teachers. Two infant classrooms, outside the main building and in spacious and attractive grounds, were made available. The presence of many trees, shrubs, wild in garden, and archway, the roof tops and chimneys of Morden College provided visual stimulation. The rooms were cleared of school paraphernalia and filled with posters, still-life objects, plants and all plays of reproduction and examples of children's work. We felt it essential to make the work areas visually exciting, and to minimize any aura of school. We distributed a brochure to state and independent schools in south east London and parts of Kent. We also spoke to colleagues about our scheme. We disliked the phrase "artistically gifted", but had somehow to attract children who were really keen to work at art activities and not merely play. So we added the criteria of the ability



to sustain their interest over three days period. The sessions were from 9 o'clock until there was a break at midday. We divided the children into two groups, 11 and above, 10 and below, youngest member was barely out of school fifteen. We offered activities in clay modelling, printmaking, clay modelling with the children; the younger ones did some things all three covering similar activities in shorter periods. This worked well, a structured day and the of having the same tutors gave the children confidence, sustained work—five hours in a room for three consecutive days was quite an achievement. The older children were in relating and starting work could have done with more on one activity, enabling them to explore fully each medium, as we were work in greater depth. Tutors and children spent the three days, and some homework, they are ten or 11 that we begin to see evidence of artistic gifts. So many young children show an exuberance of delight in art activities, that it is nice to encourage them. Where the younger children, Blackheath showed quality we could be absorbed in their activities. To see an eight-year-old tackle the problems of clay modelling, printmaking with such complex colour matching with collage, drawing from observation for his periods, was a revelation. We hope to repeat our scheme next year, having learned much from our pilot project. We wonder about sponsorship. Can we encourage other areas in the county to start similar schemes? The recipe for success seems to be thorough planning; structured programming; highly qualified and experienced tutors; suitable parents; and above all the careful selection of children who would really benefit from such an intensive and specialized course. Mary Newland is senior lecturer, Polytechnic of Central London, Carol Walklin is visiting lecturer, H.E.A. and a graphic designer.

More than two cultures

How do teachers respond to the needs of children whose backgrounds may be quite alien to them? J. Kelwyn Richards reports on the efforts of Sidney Stringer School in Coventry to provide a genuinely multi-cultural education



Pupils and teachers at Sidney Stringer: 'it is always necessary to take account of the second-language factor'

Consider our large secondary school in the centre of an industrial town in the Midlands, in a district of waste ground, nineteenth-century housing tower blocks, and some low rise modern housing. The district's population is about 18,000, most of whom are drawn from Ireland, Scotland, Poland, Greece, Italy, India, Pakistan, and Bangladesh, Uganda, Kenya, Malawi, Tanzania, Hong Kong, and the islands of the West Indies. The school has a population of about 1,600, of which 900 are Punjabi-speaking Sikhs, 200 are Gujarati-speaking Hindus, 100 are Muslims from Pakistan, and Africa, 120 from the West Indies, 150 from Ireland, Scotland, and Poland, and 30 from Hong Kong. The rest are indigenous white children. The school is concerned to foster multi-cultural education as a means of obtaining greater understanding and tolerance of the different racial groups. It attempts to do this through self-expression, consultation, and by considering the process of education. Language is central to the expression of culture and identity. Young people and their parents are not only encouraged to speak English, but to learn and develop their mother tongues. For example, the school acts as the reception centre for recent immigrants; it helps to organize, in association with the local community education centre, classes where adults can come to learn English; it sends staff to visit the homes of such adults. At the same time, pupils are able to study their first language as part of the school curriculum: Punjabi, Urdu, Gujarati, Hindi, as well as Russian, Polish, and French are taught in O level. At weekends, the classrooms are let to local community associations for the teaching of Punjabi and Gujarati. The school premises provide a centre for the performance of all sorts of the Asian Writers Conference, classical Indian music, Asian dance groups, concerts to celebrate religious festivals, West Indian bands, Rock groups, Irish dancing, community drama and travelling theatre groups. In a situation where most of the pupils come from cultures that are alien to the teachers in the school, consultation is vital. Two members of staff, both Sikhs, are appointed as counsellors. Their job is to maintain contact between the parents and the staff, to help young Asians, and to advise the staff.



A system of home visiting has been developed to encourage contact links between parents and teachers. Parents' meetings are usually called at times that are convenient for parents rather than teachers. Successful meetings have been held on Sunday afternoons. The multicultural context means that teachers have to be aware of the processes of education, of the "how" as well as the "what". For example, it is necessary to deal equally with the various races that may be present as part of a humanities course. It is no longer satisfactory to study "A Village in the Punjab" as something primitive or second class. The resident has to be open and sympathetic—it is likely some of the pupils came from that village. Most pupils are working in a foreign language—their second, or even third—whereas most of the teachers are working in the first language. This poses the problem of what is it. Some may be best to use the first language, but it is always necessary to take account of the second language factor. The English syllabus is seen as a language development programme, spanning five or six years. The other subjects taught should be seen as a programme of language across the curriculum. It is here one has to tread carefully to avoid crises of second class education. Teachers of English may see such programmes as denuding their subject of its literary or cultural content and most other subjects teachers have never been expected formally to recognize and abide by the language structures and vocabulary that are relevant to other subjects.



Attempts to foster good relations between different racial groups have not been limited to the school. They have extended out into the community at large. Community work with the local neighbourhood has included social gatherings for Indians, Europeans and West Indians, talent contests for all, meetings with resident groups to discuss topics of common interest such as playgrounds and play schemes, and the organization of events such as plays and exhibitions. Clearly this school has operated across a wide front in an attempt to foster multi-cultural education. But, and this is the crux of the matter, we must not only consider the actions of the school, but also the effects of these actions. If a school works with the local community, then it becomes subject to a conflicting range of demands and is judged by a new set of values. The school must be more aware of its public image. For example, many Punjabi think their young women are being "too westernized". It may be that there are female members of staff that strongly sympathize with these young women in their attempts to emancipate themselves. It is certain, however, that the school—if it is to continue to work with the various racial groups—cannot explicitly encourage these young women to reject or question the values of their parent community. The school must be seen to be trying to reconcile the parents and the children. The ambivalent position of the school is more clearly illustrated if we consider careers guidance and placement. Many young Asians and West Indians aspire to jobs in the Civil Service, local government, or the professions. They are concerned to stay on at school, or to go to a college of further education, and gain as many qualifications as possible. On the other hand, careers teachers strongly advise these people to get a job, and to obtain training on the factory floor or in an office, and criticize them for having aspirations beyond their abilities. Perhaps teachers must recognize that it is in the factory and the office that "colour bar" and racialist sentiments are most openly expressed. We must counsel more carefully. We had 320 leavers in the summer of 1976. By December, 100 had got jobs or were on training courses, 120 had gone into further education—a college or a sixth form—and 100 were wholly unemployed. Of the employed, 80 were white; of those in further education, 100 were Asian; of the unemployed, 80 were Asian or West Indian. A recent visit to a training centre for engineering apprentices revealed that out of about 60 technicians and craft apprentices, only two were Asian. None was West Indian. What are we really doing? Schools profess their aim to be equality of opportunity for all, and yet guide these non-white pupils into factory and office, where they are not really wanted. The factory owners say they welcome all, and yet employ predominantly white workers. The multicultural communities demand the best of British education, and yet refuse to recognize that an inevitable consequence of this will be the "westernization" of their young people. J. Kelwyn Richards is director of multi-cultural education, Sidney Stringer School and Community College, Coventry.

French in small groups

Pamela Jeans-Brown

Any group of thirty pupils is a mixed-ability group, however stringently you stream, sift or set, but the extremes become more obvious when real mixed ability prevails. My first encounter with a first year class containing children with reading difficulties and children who were "grammar school material" made me realize that we were likely to encounter problems the further we progressed beyond "Bonjour, ça va?" towards the terre promise of past participle agreement (not purely deceased, thanks to government decree). I felt that a radical review of my own teaching methods was necessary if I were to do justice to the excellent material provided by Eclair. I wanted to enable the children

to participate orally in an organised situation without always relying on me to provide the stimulus, and since work in pairs always leaves someone isolated, if not ostracised, I decided that groups might be a possible solution. This would have the advantage of helping the more withdrawn child to integrate into a small social group, and give me an excellent interim stage between asking the whole class to answer and asking one individual. Since the class was mixed-ability, I decided that each group should reflect this as far as possible, and I determined the personnel in each group, trying to ensure that children with reading difficulties were spread among the groups, and that all the extroverts did not end up together. It was also a splendid way of separating potential trouble-makers and warring friends. I set myself the first half-term to organise the system, and consulted with form staff once I had drawn up my provisional groups. For each group I chose a leader who had impressed me by linguistic ability

as well as personality, and who would be capable of steering the ball rolling in the group by asking questions. Since I was not trying to create a hierarchy, I had to devise a task for each member of the group, so that she felt her role was important. This proved one of the most difficult parts of the lesson, since you've got a group leader, an assistant group leader (in case the group leader is away), someone to take the group register, someone to collect paper and someone to collect books, you are left with no jobs, and one child! After half-term, group day was announced, and instituted with due solemnity. Group registers were issued, tables were re-arranged—and I began my running battle with cleaners and greengirls (not to mention less-group-orientated colleagues), who moved tables back into rows the moment my back was turned. There were a few trials, and several, but gradually a pattern had emerged. Lessons usually begin

with early arrivals collecting group registers plus a work card, and as others arrive, so they settle to read practice of a previous topic whose subject is set out on the work-card. Each group is engaged upon a different topic, but once I give the signal, they return their work cards to my desk, and then we begin the part of the lesson which entails the whole class working on one topic. They usually work in about 10 minutes like this, and then in that groups practice whatever point we have learned, coming back together for more classwork and ending in groups. They do not move if they change from class to groupwork unless they are required to act as scribes, writers, narrators, so that furniture removal does not add to the noise level. In their second year, reading and writing play a more important part in the course, and some children find that they work more slowly than others. But the members of a group tend to help one another out with reading, just as they do when someone cannot answer a question.

With one of my classes, the system now works so smoothly that those at times when I feel almost superfluous as I move from group to another. But when I go to feel complacent, I remember that I mustn't let them think that I'm not interested in their work. I was most change groups. I was most change groups. I was most change groups. I was most change groups. Pamela Jeans-Brown teaches in the modern languages department of Kettlebrook School, London.

Priorities for literature

Malcolm Yorke

I recently completed a research project into teachers' objectives in teaching literature to nine to 13-year-olds. A 90 item questionnaire was compiled, offering respondents first, purely literary objectives, and second, wider educational objectives which literature could be used as a means to achieve. This was sent to teachers in the north-east of England with at least three years' experience of teaching

of an emotional kind from reading, acquire long-term reading habits and positive attitudes towards books, and that books should be used to initiate creative activities of all kinds. Next comes pupils' ability to give an account in their own words of a book's main features and themes. Strongly rejected are objectives which suggest the pupil lists, quotes, recites or knows anything by heart. Rejected, too, are encouraging the pupil to evaluate, classify, compare across periods, or acquire a knowledge of critical techniques or basic literary concepts. Above all, knowledge about literature (authors' biographies, social backgrounds, a book's place in the development of

British or Western literature) is dismissed. In the second part literature is seen as a useful tool in advancing language skills in speech and writing, and improving vocabulary, spelling, and even punctuation. More widely, it helps pupils to develop personally and socially, so that they become tolerant of others' ways, their personalities, motives, problems and feelings. Literature helps them understand social relationships, situations of choice and conflict, and enables them to safely encounter the ideas of war, loss, death and adulthood. It also offers guidance on moral standards, people's relation to their environment, and insight into other

countries and historical periods. Finally, it affords means of releasing, coping and emotional release. Of equal interest were those educational objectives which are rejected, and where literature is seen as a means to achieve them. It is not through knowledge of pupils have a factual matter of religious or political belief, or an active religious belief, be equipped to take an active part in political movements or campaigns. Malcolm Yorke is senior lecturer in teaching studies, Newcastle-upon-Tyne Polytechnic.

EXTRA

Hobbies and handicrafts



Wool quilting and hkle weaving outside the workshop at the Gwinih Lawy Werin Crafts School.

It is a long way (and I do not just mean in miles) from the Hoods' Welsh farmhouse to the aristocratic elegance of Mr Edward James's former home near Chichester, in Sussex. This early nineteenth-century mansion, standing in some 6,000 acres of farm and woodlands, including a 70-acre arboretum, is now known as West Dean College. At a professional, vocational level it runs courses in the restoration of antique furniture and clocks; and it houses a tapestry studio, currently engaged in work on wall hangings designed by Henry Moore.

The other aspect of the work of the college is the organization and running of craft courses. One of these, the making of musical instruments, is specifically designed for classroom teachers; and for this course the principal, Mr John Lowe, likes to keep a balance in numbers between teachers of craft and teachers of music. (See Peter Levi's article on page 27.)

Residence in the house is provided on all courses, although it is possible to attend as a day student. The 1977 prices for full residence are: weekend as £23; five-day courses £54.50; and 10-day courses (including the weekend) £130.

The courses offered are of three types. The professional courses; short courses specially designed for amateurs and beginners in a range of crafts including silversmithing and jewellery, both in working, wood and stone carving, embroidery, weaving and textile printing, cane seating, calligraphy, bookbinding, wrought-iron work and flint walling; and semi-professional courses in an equally diverse range of crafts.

Centres of skill

Shirley Toulson suggests some craft courses

Jeremiah and Judith Head, are former teachers of art and craft, who left suburban Kent some 10 years ago, to make their home and to bring up their family in a remote village in central Wales.

The first, purely local, consequence of their decision was to save the local village school by increasing the number of children who attended it, by almost a quarter. The roll now stands at 13.

The second, which has a more wide-reaching effect, was to set up a centre for the teaching of painting, calligraphy and rural crafts, in their own designed and built by their own labour; and attached to the old Welsh farmhouse, which they found in ruins and have now restored as their home.

The craft courses that they run are specifically designed for beginners; and they are ideal for people who want to add a new craft skill to a teaching repertoire. Throughout the summer months, the students can choose whether to camp, stay on a caravan site, or more luxuriously bed and breakfast

In one of the local farms or hotels. In the winter the courses at the Hoods' centre are linked with special arrangements at the Glanrannell Park Hotel, Crugbybar, Llanwrda, Dyfed (Talley 230). The main plans for this winter are based on several weekend courses, including Welsh quilting (January 6 to 8 and February 17 to 19), spinning (January 20 to 22 and February 10 to 12) and bread baking, using the traditional methods and wood-fired ovens (February 3 to 5 and March 3 to 5). A few mid-week courses are also being arranged for January, February and March.

Although they obviously have to plan ahead, the Hoods do not allow themselves to be ruled by design and they are prepared to make any possible arrangements to meet the needs of individual inquirers. They also are prepared to bring lectures and demonstrations of Welsh crafts to any school or organization throughout the United Kingdom. Their address is: Werin-fawdy, Ffarmers, Llanwrda, Dyfed SA19 5PJ.

This third type of course is likely to be of most interest to teachers who want to extend their craft skills. For this reason these are usually planned to take place during holiday periods, when teachers can be free to work with professional craftsmen on highly specialized processes.

One factor links the craft teaching in Sussex with that of mid-Wales: Like the Hoods, Mr Lowe is convinced of the importance of the inter-connection between nature and craft. This is obvious in the case of those crafts, such as wood-carving, which make use of natural materials; but Mr Lowe believes that even in an urban and highly sophisticated culture, an understanding of nature is essential to a proper appreciation of the laws of design.

All the courses at West Dean are booked up well in advance. It is best to apply to be put on the college's mailing list for notification of future events and to make plans well in advance. The address is West Dean College, West Dean, Chichester, Sussex PO18 0QZ (Singleton 301).

Starting young

By Gillian Thomas

Felt-tipped pens, paint, lashings of paper. Young children spontaneously take up their first hobby as soon as they are presented with the materials. These first steps build children's confidence in their own abilities. All they need are some bright primary colours to feel their way into the world of art.

When moving on to other craft ideas, children can easily be put off for life if their introduction is too complicated. They need the hope of quick success.

This is perhaps the biggest tip which teachers can cutl from kits. A wide selection is now on the market, based on the simple presenta-

tion of even the most potentially complicated crafts and an end-product which children will want to keep afterwards.

As Glen Smith of the Children's Research Unit points out: "children today get most things pretty easily, so they need good models to produce something for themselves."

With manual dexterity in painting comes the need to produce a definite picture. Here the introduction of other craft materials like stencils has increased the possibilities enormously. Gail have good selections of these for use with paint—alphabetical, numerical and general ones (animals, etc). In the Invicta range are plastic stencils good for drawing round. Similarly Philip and Tacey have a variety of templates as well as rubber stamps for outlines.

Children who are keen to develop their painting skills with or without supervision are offered an enormously wide selection of activity packs. Most are designed

Card Model Kit in colour of Caernarfon Castle



This model has been developed with the co-operation of the Ancient Monuments Department, Cardiff and in conjunction with the Department of Environment to ensure its accuracy and historical value.

1, 250 scale - base size 11" x 21"

Complete in BLDEN CAPITALS and used in: - - - - -

Developed by Caerwyn Ltd, Llanwrda, Dyfed, N. Wales, LL20 5AE.

Prices quoted on request. Model kit of Caernarfon Castle at £1.95 per kit plus £1.00 P&H. Post order only.

Teachers: Caerwyn Ltd, 100, High Street, Cardiff, S. Wales, CF1 1AB.

Checkers payable to Caerwyn Ltd, 100, High Street, Cardiff, S. Wales, CF1 1AB.

Name:

Address:

to enable them to produce the final work of art quickly and satisfactorily, even without any great creative gifts.

Remus, Gainsborough Press, 3/4/5 and Reeves all have simple painting kits. Artfix with their 'paint by numbers' range are trying to encourage even the very themselves.

continued overleaf

to enable them to produce the final work of art quickly and satisfactorily, even without any great creative gifts.

to enable them to produce the final work of art quickly and satisfactorily, even without any great creative gifts.

to enable them to produce the final work of art quickly and satisfactorily, even without any great creative gifts.

Teachers wishing to apply for a post in Scotland are advised to visit the Registrar, The General Teaching Council for Scotland (5 Royal Terrace, Edinburgh EH7 5AF) for information about eligibility for registration with the council.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education	26
Headships	26
Deputy Headships Senior Masters/Mistresses	26
Other Appointments	26
Primary Education	31
Headships	31
Deputy Headships Senior Masters/Mistresses	31
Heads of Department	31
Scale 2 Posts	31
Scale 1 Posts	31
Appointments in Scotland	32
Middle School Education	32
Headships	32
Deputy Headships Senior Masters/Mistresses	32
Art and Design	32
Modern Languages	32
Other than by Subject	32

Secondary Education	32
Headships	32
Deputy Headships Senior Masters/Mistresses	32
Remedial Post	33
Art and Design	33
Careers	33
Commercial Subjects	33
Domestic Subjects	33
English	33
Geography	34
History	34
Humanities	34
Mathematics	34
Modern Languages	35
Music	35
Pastoral	36
Physical Education	36
Religious Education	36
Rural Studies	36
Science	36
Social Studies	37
Speech and Drama	37
Technical Studies	37
Other than by Subject	39
Appointments in Scotland	40

Sixth Form and Tertiary Colleges	40
Deputy Headships Senior Masters/Mistresses	40
Heads of Department	40
Scale 1 Posts	40
Special Education	40
Headships	40
Deputy Headships Senior Masters/Mistresses	40
Heads of Department	41
Scale 2 Posts	41
Scale 1 Posts	41
Independent Schools	41
Headships	41
Art and Design	41
Classics	41
Commercial Subjects	41
Economics	41
English	41
Mathematics	41
Modern Languages	42
Music	42
Pastoral	42
Physical Education	42
Religious Education	42
Rural Studies	42
Science	42
Social Studies	42
Speech and Drama	42
Technical Studies	42
Other than by Subject	42
Appointments in Scotland	42

Preparatory Schools	42
Headships	42
Geography	42
Mathematics	42
Music	42
Science	42
Other than by Subjects	42
Colleges of Further Education	42
Directors and Principals	42
Heads of Department	42
Other Appointments	43
Colleges and Departments of Art	44
Polytechnics	45
Universities	45
Fellowships, Studentships and Research Awards	45
Colleges of Higher Education	45

Adult Education	45
Community Homes and Associated Institutions	45
Headships and Deputy Headships	45
Other Appointments	45
Youth and Community Service	46
Overseas Appointments	48
Local Education Authority	49
General	49
Educational Psychologists	50
Examiners	50
Librarians	50
Miscellaneous	50
Outdoor Education	52
English as a Foreign Language	52

Appointments wanted

Public Notices	52
Educational Courses	52
Awards and Scholarships	52
Personal Announcements	53
Exhibitions	53
Entertainments	53
For Sale and Wanted and Postal Shopping	53
Holidays and Accommodation	53
Home Exchange Holidays	53
Partnerships	53
Properties for Sale and Wanted	53

Nursery Education

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Deputy Headships Senior Masters/Mistresses

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SERVINGHOVE DIVISION
STANDHOVE PARK C.P. INFANTS' SCHOOL
Headship in April 1978. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, Standrove Park C.P. Infants' School, Standrove Park, Maidstone, Kent, ME14 2JG. Closing date 23 January 1978.

Primary Education

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Deputy Headships Senior Masters/Mistresses

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SERVINGHOVE DIVISION
STANDHOVE PARK C.P. INFANTS' SCHOOL
Headship in April 1978. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, Standrove Park C.P. Infants' School, Standrove Park, Maidstone, Kent, ME14 2JG. Closing date 23 January 1978.

Other Appointments

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Primary Education

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Deputy Headships Senior Masters/Mistresses

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SERVINGHOVE DIVISION
STANDHOVE PARK C.P. INFANTS' SCHOOL
Headship in April 1978. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, Standrove Park C.P. Infants' School, Standrove Park, Maidstone, Kent, ME14 2JG. Closing date 23 January 1978.

Other Appointments

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Primary Education

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Deputy Headships Senior Masters/Mistresses

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SERVINGHOVE DIVISION
STANDHOVE PARK C.P. INFANTS' SCHOOL
Headship in April 1978. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, Standrove Park C.P. Infants' School, Standrove Park, Maidstone, Kent, ME14 2JG. Closing date 23 January 1978.

Other Appointments

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

BARKSHIRE
THE LAWS NURSERY SCHOOL
Headship in April 1978. Head of the school. The school is a day school for 50 places. It is full of children from 2 to 5 years. The school is in a beautiful setting. The headship is a full-time post. The salary is £12,000 per annum. The post is vacant from 1st January 1978. Applications should be sent to the Headmaster, The Laws Nursery School, The Laws, Barking, Essex, S.S.11 2JG. Closing date 23 January 1978.

Headships

Driving them up the wall

Owen Surridge on a novel form of climbing instruction for Londoners

Climbing practice in North London sounds an unlikely proposition. It happens, none the less. Every week some 50 people savour the delights of roping-up and belaying, abseiling and practising at the Michael Sobell Sports Centre in Islington, where a special wall has been built to train climbers, along with the adaptation of another in an adjoining corridor.

So far this training has been confined to evening sessions for adults and a few interested youths. This autumn the centre is offering it to schools for the first time and it expects a fairly heavy demand.

The walls are of two kinds. One is a normal brick structure but dotted with chunks of rock that would puzzle the initiated were it not for an all-encircling outcrop of concrete, suitably dented and knobbed with rocks to provide hand-holds and footholds for those with an urge to get to the top.

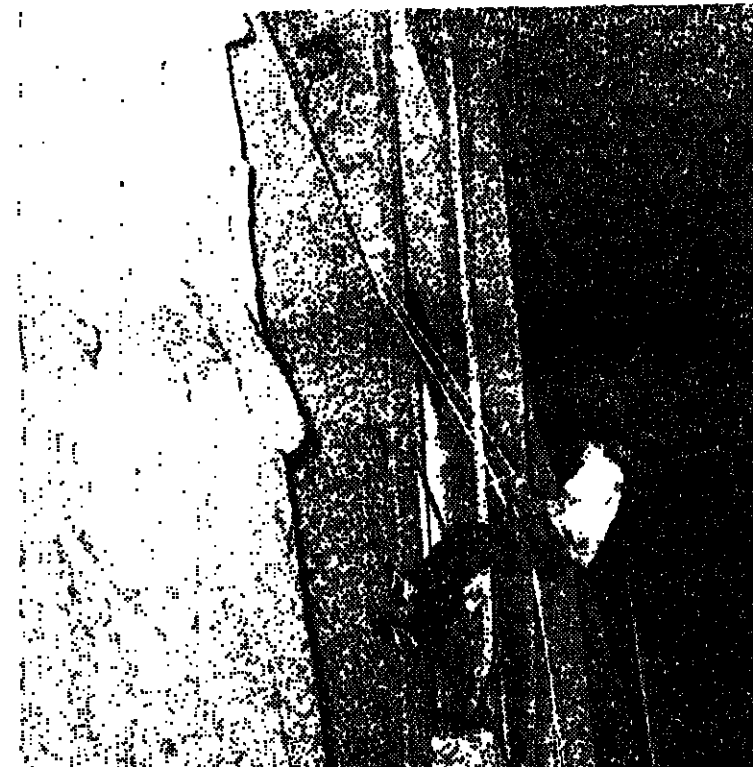
This face stands in the main sports arena, rising to some 28ft and measuring 40ft across. It is a much more complex structure than it looks. To the cognoscenti it offers opportunities for climbing techniques ranging from the simplest to the most advanced. There are fissures for gripping fingers or toes and a chimney (a vertical opening in the face that is wide enough to admit a body) up which the skilled can climb with no obvious means of support.

Three courses are offered—for beginners, the intermediate and the advanced—and these are roped off with visits to real Welsh crags as a reminder that the wall, albeit built under the guidance of experienced mountaineers, is only an imitation of reality, without weather, that uncomfortable third dimension that can confound the rusty ratings and tax the stamina even of the fittest.

After a shuky start—the first course drew only nine applicants when it opened in May last year—the attraction of the wall now keeps Barry Franklin busy three evenings a week. He makes no bones about the limitations of an artificial wall.

"It is like teaching someone to drive on a private road," he says. But he does find it a very good starter and, from his point of view, an eye-opener to the character and stamina of his charges, both important factors when he takes them on their first trip to a real rock-face.

In the early stages Mr Franklin concentrates attention on the brick



One trap of getting down—a young climber returns to terra firma after a session on the climbing wall.

wall, aiming to develop confidence and strength. "It is very necessary to strengthen arms," he said. "People generally are very unfit. Their muscles have not been used and they cannot get off the ground."

He reckons it takes the whole of his six-week basic course to accustom students to the idea of moving above a drop but they often find their first confrontation with a real crag, usually some 200 to 300ft high, less frightening than they expect.

Mr Franklin explains: "That is because the real thing, unlike the brick wall, is rarely absolutely vertical. Moreover he sees in it that they do not have a rough time to start with, preferring instead to concentrate by offering climbs within their capabilities and thus boosting their sense of achievement."

In mountaineering circles there has been a lot of controversy about the growing use of climbing walls in training. Indeed, the director of the Sobell Sports Centre, Mr Stuart Cameron, received a visit from two distinguished climbers when they

heard of his plans. "One of them poked a finger into my navel," said Mr Cameron, "and told me sprits managers like me were ruining their sport."

He countered by inviting their help in designing the wall, neatly resolving further obloquy and gaining, in the process, one of the few climbing walls to be built under the direct auspices of practising climbers.

For Londoners the innovation is valuable; apart from a small outcrop of sandstone in Kent there is no natural rockface within 100 miles, too far for more than the occasional weekend jaunt. There are a few climbing clubs around but they are not the familiar part of the social scene that they are in many Northern cities.

The Sobell people, aware of this, established their climbing wall and engaged instructors with the express intention of giving the city-bound opportunities for closer communion with nature. The idea should appeal to schools.

Enticing the butterflies

By Sally Festing

Vladimir Nabokov, the author of *Invitation to a Beheading*, coupled writing and butterfly watching as the most intense pleasures known to man. Of standing in a landscape among rare butterflies, he wrote: "This is ecstasy."

Of course the Greeks recognized that they are Psyche, spirits, and their ways are truly mysterious. Our knowledge of their fluctuations is still vague and evanescent today. Abundant one season, elusive the next, locally common while nationally rare, without rhyme or reason they come and go.

Of the 55-odd residents in Britain and about 15 regular immigrants, occasional vagrants from abroad, some are on the verge of extinction. The last stronghold of the Large Blue, once prevalent throughout the southern counties, was restricted to about one square mile in the summer of 1976. By contrast, the first British butterfly to be protected with a C100 fine, it seems to have just about pulled through.

But there is an annual flutter of alarm that butterflies are either going or gone, although the last familiar species to disappear as completely was the Large Copper in 1948 and a few actually give the impression of being on the increase.

On the other hand, they almost inevitably have, and will continue to decline during this century, as agriculture is increasingly mechanized and early flowering plants are sprayed and old deciduous woodland is replaced with dead blanket conifers. Farmers overgraze or plough up the little chalk downland that remains in its natural state, speculators mop up pieces of waste land with an eye to development while authorities like recreation areas are shaved regularly and the country generally trampled.

On the whole butterflies are pretty specific about the plants they lay their eggs on, so that where nettles are chopped about a railway siding, or flowers are mowed in one great sweep, or a common land, a whole generation of larvae is lost. And while it is true that scarcity is usually the initially to loss of food and habitat, butterfly collectors can take their toll. In fact where natural conditions and changes in climate have been favourable, there is a dearth in population of a particular species, they may finally tip the balance.

Victorian bee-hunters started the craze when butterflies were around in sufficient numbers to escape serious depletion but had their seasonal host-plants, creamed, some areas would double, have been completely denuded. Even today collectors who insist on obtaining every aberration within a species are a problem.

There are, however, means of challenging this ecological snail; by cutting butterflies to human food, in the sanctuaries of gardens and school grounds or breeding them in captivity for subsequent release into the wild. Naturally one has to be certain that the locality

in which they are bred really needs to be done. The Butterfly Society (The British Conservation Society) (The Butterfly Society) (The Butterfly Society) with naturalists, and a scientific study and conservation and monitoring of local populations.

A special nature reserve in the appropriate place for a species while something like Yellow Brimstone can be found from the bottom of a tree, join the residents in woodland fringes and clear. Although the butterfly is it is worth introducing some coloured green chrysalids to split, and for the other watching the butterflies go.

It is little more than a first attempt at butterfly rearing. The butterfly is a most delicate creature. Most garden flowers are not for the nectar they need, they cannot sustain their early part of their life when, as caterpillars, they voraciously eat green leaves.

The Vanessa, Small Tortoiseshell, Peacock and Red Admiral all favour nettles, so a nettle, a sheltered position, sunny and lying in a hollow, ideal late. Man-made sheltering autumn fruit also attracts them. Early flowering plants are useful for feeding, while hibernating over winter, they first wake in the spring.

Tricks of cultivation include: certain areas of a garden, natural as possible, allowing for wild grasses and flowers cutting only in late summer; adult butterflies have emerged, it is necessary, a second time winter sets in. Restricting hedges, retaining hedges and hedges, and providing a different conditions as a site of a help.

Dappled shade for Spotted Woods, open sunlight for downy Blues and so on. The appropriate larvae fodder for different species can be looked up in a number of books and given in a garden, although in order to get various caterpillars under control, conditions, either out of doors or in a greenhouse, food really need to be grown. Timers, either from seed or by putting from the garden early in the year.

The easiest way to start is collecting a broad of Vanessa caterpillars from the wild. Eggs, pupae for rearing them can be made home (see L. Hugh Newman, *Create a Butterfly Garden*, 1967). Media like many names and chrysalids of many names, gives simple details on outdoor butterfly rearing, on collecting breeding stock in a variety of the do's and don'ts rearing them.

It chips less easily traditional plaster but does so quickly. Slightly more advanced, but the attraction of an extremely interesting-looking and product, the 'Ez and Paint' wall paper kits by Letrason. Four of the animals are the larvae of the butterfly, which are becoming ever more popular with the very young. Traditional crafts of tapestry, work and weaving remain favourites too.

Simple weaving mats and panels for being and sewing like those the Philip and Lucy range can be worked up very effectively by the next at home with kits from Revue. Pin boards enable small children to create interesting patterns getting used to handling. John Adams' Winder is an imaginative version of these; it will encourage youngsters to move on later to the Cotton Craft.

An invaluable introduction to the crafts suitable for a class of children from six or seven is the Dryad booklets, and specialist teachers and workers, they cover everything from headgear and simple making with everyday materials, through specialised crafts like wool and macramé.

Make and play

A course for musicians and craftsmen described by

Peta Levi

With the price of instruments going up all the time to good violin costs £70, what teacher or pupil would not be interested in making and learning to play a new instrument? The range extends from medieval to electronic instruments and from "Robbers" instruments, such as rubber bells, glockenspiels and dulcimers (£2.50), to trapezoid violins (£10), or Celtic harps (£60), guitars, jugs and mandolins (£8.50).

This unusual opportunity is again being offered by West Dean College, Sussex, where a nine-day course on music and making musical instruments is being held from March 28 to April 6, 1978. The aim is to bring together musicians (who may have little or no craft skills) and craftsmen and technologists (who may be able neither to read nor play music) and help them to make instruments appropriate to their abilities, and make music, with instrumental, singing and notation tuition where requested.

One participant is Miss Pruda Robinson, a music teacher, who a few years ago worked in an old school due to be closed in a deprived area of Sheffield. Having read Ronald Roberts' book, *Instruments to be made and played*, she got some pupils to make some choral dulcimers and glass harps, while she was tuning them in front of the class, she found everyone wanted to play them.

To see what else it would be possible to make, she went to the first music and instrument making course (then a D25 in-service course) which was held in Brighton in 1972. Next year will be the fifth course she has attended.

"It is the tops," says Miss Robinson, who has been teaching for 27 years and hopes next year to make a "turnerism" which she heard being played during this year's course. "I don't know why it has gone out of fashion. It is a lovely medieval reed instrument, which sounds like an oboe."

Apart from learning new skills, she finds it useful to meet other people and exchange ideas and to see how within the space of a week the musically untrained can enjoy making music.

Miss Robinson is now head of the music department at Brooks School, a small comprehensive with 700 pupils in a Sheffield suburb, where the pupils cannot afford to buy instruments. She finds that groups of 15-year-old non-academic leavers love making things and, once they have made an instrument, want to play it.

Last summer she held the first inter-school folk festival, in which each of the six towns in the first year intake produced a soloist, duo and group, playing folk songs on instruments which had been made in the school.

Another regular participant in the course is Dorothy Purvis, a retired teacher who still teaches both guitar in a Coventry school and the Celtic harp to groups of local children; she made the harp on one of the courses.

Robert Kerr, who is now craft director of the course, started by being a student; he makes guitars and lutes with his pupils in an Edinburgh school. As a result of these pioneering courses some local courses have taken up the idea; in-service courses in making music and instruments are held in Hull, Liverpool,



West Dean is an ideal setting for such a course. It has the history atmosphere of a country house in which to relax, modern workshops in the converted stable area and a peaceful 6,000-acre estate with some magnificent trees.

The D25 had to withdraw the subsidy for this course in 1976, but it continues to be run by Gerald Todd (a retired IIMD). The college, an educational trust (founded in 1964 by Edward James, almost unique in its open plan setting for teaching 150 arts and crafts), decided that the course was of such educational value that it should continue. The college therefore applied to the Liddell Trust, who have given £500, enabling the cost of the course to be kept down to £70 a person, which includes full board and lodging, tuition and use of workshops; craft materials are extra.

Course places are limited. Applications should be made quickly to Sue Overman, West Dean College, West Dean, Chichester, Sussex.

Course places are limited. Applications should be made quickly to Sue Overman, West Dean College, West Dean, Chichester, Sussex.

Course places are limited. Applications should be made quickly to Sue Overman, West Dean College, West Dean, Chichester, Sussex.

THE NEWEST PRESENT FOR CHRISTMAS A Pocket Chess Set OF COMPLETELY NEW DESIGN WITH Big Pieces

It's the perfect gift for chess lovers. The pieces are made of a special material which gives them a unique, modern look. The set is compact and easy to carry, making it perfect for travel or as a desk accessory. The design is both functional and aesthetically pleasing, with large, easy-to-grip pieces.

Send for more information today. The set is available in several colors and finishes. Contact us for a full catalogue and pricing details.

PATRICK MCCARTHY
PO BOX 1,
RYE, SUSSEX,
TN31 7HS

We have a special bulk offer for children in schools that are short of chess sets: for details please ring
Pell (0424-86) 3466

The Institute of Craft Education
Anyone having an interest in 'Education through craft experience', may apply for membership of the Institute of Craft Education.
Members receive:—
Bi-monthly issues of 'Practical Education' containing articles, information, news and views on matters relating to craft.
An annual 'Buyers Guide' to craft equipment and material suppliers.
Special reports on important topics, e.g. 'A Report on The Health & Safety at Work Act 1974'.
Conference publications, meetings and lectures.
Information service.
Local activities.
Representation on a wide range of official bodies and committees.

HANDICRAFTS

Howard Goldstein Limited
161 HIGH STREET,
DERTEND, BIRMINGHAM 12
Tel. 021-772 0428

Powder Sheet, Copper Sheet, Wallart, Tools, Cane, Bases, Boxes, Mounts, Straps, Bags, Chains, Knives, Crochet, Backs, etc. Macramé, Jute, Wool, Beads, Woodrings, Tapestry, Mirrors, Tin Casting, Stoneware, etc.
Send for catalogue
"Teachers Special Discount"

KERNOWCRAFT

LAPIDARY and JEWELLERY CRAFT SUPPLIES
JEWELLERY FINDINGS: Silver, rolled-gold and 18-carat gold, red metal and plated mounts, necklet chains, bracelets, etc.
SILVERSMITHING: Silver and pewter sheet, wire, strip, wire, solder, fluxes, tools and sundries.
PROMPT POSTAL SERVICE
FREE COLOUR CATALOGUE

Kernowcraft Rocks & Gems Ltd
21 Pydar Street, Truro, Cornwall TR1 2AY

Versatile GLYDE Painting Pastels, a remarkable breakthrough in crayonning!

Used DRY - like extra smooth oil pastels; colours blend superbly.
Used WET - dip a stick into water and it paints wet. Easier for children to control than a brush.
Send for samples and details of the many techniques for using versatile GLYDE to: SCHOLARQUIP INDUSTRIES LIMITED, Manor Lane, Holmes Chapel, Cheshire CW4 3AG. Tel: Holmes Chapel (0477) 37473 or 32424.

GAWTHORPE CRAFT PROGRAMME

What is the GAWTHORPE CRAFT PROGRAMME?

A new concept in educational needlework packs.

For use on an individual basis or as part of a teaching programme.

Each pack demonstrates a basic skill which can then be applied to a variety of items.

Why GAWTHORPE?

The series, commissioned by Wm. Briggs & Co. Ltd., was designed by embroidery/needlework specialists based on Gawthorpe Hall, Padibam, Lancashire—home of the world-famous Rachel Kay-Shuttleworth Collection of embroidery and lace, which was used as a basis for inspiration and ideas.

SER the first pack "Folk Cross Stitch" in needlework shops and Department Stores, or in case of difficulty write for stocklist to:
Wm BRIGGS & CO. LTD.
School St., Bromley Cross, Bolton
BL7 9PA

THE COMPLETE BOOK OF Baskets and Basketry

DOROTHY WRIGHT
Dorothy Wright describes the ancient craft of basketry, its history and the materials and techniques which survive today. More than 250 illustrations show the various national and regional styles and different methods and techniques. Materials, techniques, care and repair and design are fully described along with exact 'recipes' using willow, cane, rush, raffia, straw, grass, palms and coppice woods. A basketmaker's vocabulary, bibliography and index complete this comprehensive study.
268 illustrations in colour £5.95
DAVID & CHARLES · NEWTON ABBOT · DEVON

THE COMPLETE BOOK OF Baskets and Basketry

DOROTHY WRIGHT
Dorothy Wright describes the ancient craft of basketry, its history and the materials and techniques which survive today. More than 250 illustrations show the various national and regional styles and different methods and techniques. Materials, techniques, care and repair and design are fully described along with exact 'recipes' using willow, cane, rush, raffia, straw, grass, palms and coppice woods. A basketmaker's vocabulary, bibliography and index complete this comprehensive study.
268 illustrations in colour £5.95
DAVID & CHARLES · NEWTON ABBOT · DEVON

THE COMPLETE BOOK OF Baskets and Basketry

DOROTHY WRIGHT
Dorothy Wright describes the ancient craft of basketry, its history and the materials and techniques which survive today. More than 250 illustrations show the various national and regional styles and different methods and techniques. Materials, techniques, care and repair and design are fully described along with exact 'recipes' using willow, cane, rush, raffia, straw, grass, palms and coppice woods. A basketmaker's vocabulary, bibliography and index complete this comprehensive study.
268 illustrations in colour £5.95
DAVID & CHARLES · NEWTON ABBOT · DEVON

ROEHAMPTON INSTITUTE OF HIGHER EDUCATION
A Federation of Digby Sturt, Froebel, Southlands and Whitelands Colleges
Applications are invited for the following temporary full-time posts at SOUTHLANDS COLLEGE from January 1, 1978, to August 31, 1978.

LECTURER II in Economics
The successful candidate will be expected to teach BEd and BSc degree work together with economics related to the University of London Certificate in Education.

LECTURER in Physical Education
Applicants should have knowledge and experience of Outdoor Pursuits (sailing and canoeing) and an interest and qualification in some of the following: Athletics, Swimming and Games, all of which are offered as components of BEd and BSc Degrees.
Salaries for the above posts will be in accordance with the Birmingham 7E Scale, plus London Allowance. Entry on the Scale will be according to qualifications and experience. Further details and application forms may be obtained from the Principal, Southlands College, Wimbledon Parkside, London SW19 5NN (Tel: 01-946 2234).

COLLEGES OF FURTHER EDUCATION continued

LONDON
INNER LONDON EDUCATION AUTHORITY
HACKNEY COLLEGE
2 Poplar High St. E14 6AF
DEPARTMENT OF EDUCATION
ENGLISH LITERATURE IN ENGLISH
Required to lead a team of eight teachers and to develop, design and deliver a range of courses in English Literature, which offers courses in English Literature, English Language, English Studies, English for Specific Purposes, and English for Adult Education. The successful candidate will be expected to have an administrative experience, be qualified in aspects of the Council's curriculum and syllabus, and have a minimum of five years' experience in the post. Salary will be based on the London Scale, which is £24,460 to £31,100 plus London Allowance and a pension. Applications should be sent to the Director of Education, Inner London Education Authority, 100 Abchurch Lane, London EC4N 3DF. Closing date for receipt of applications: December 19, 1977.

STAFFORDSHIRE EDUCATION COMMITTEE
HUTTON-IN-THE-MOORS TECHNICAL COLLEGE
Technical D. 1. Kingston, H.S. Tech. Centre, Hutton-in-the-Moors, Staffs.
DEPARTMENT OF GENERAL STUDIES
Positions are invited for the above full-time teachers for the following courses:
1. Textiles (1978)
2. Sewing (1978)
3. Fashion Design (1978)
4. Pattern Cutting (1978)
5. Tailoring (1978)
6. Upholstery (1978)
7. Leatherwork (1978)
8. Bookbinding (1978)
9. Basketry (1978)
10. Ceramics (1978)
11. Pottery (1978)
12. Glass (1978)
13. Jewellery (1978)
14. Woodwork (1978)
15. Carpentry (1978)
16. Cabinetmaking (1978)
17. Metalwork (1978)
18. Welding (1978)
19. Engineering (1978)
20. Mechanical Engineering (1978)
21. Electrical Engineering (1978)
22. Electronics (1978)
23. Computing (1978)
24. Business Studies (1978)
25. Accounting (1978)
26. Law (1978)
27. Health Studies (1978)
28. Social Studies (1978)
29. History (1978)
30. Geography (1978)
31. Art (1978)
32. Music (1978)
33. Drama (1978)
34. Physical Education (1978)
35. Sports (1978)
36. Leisure Studies (1978)
37. Environmental Studies (1978)
38. Home Economics (1978)
39. Food Technology (1978)
40. Textiles (1978)
41. Sewing (1978)
42. Fashion Design (1978)
43. Pattern Cutting (1978)
44. Tailoring (1978)
45. Upholstery (1978)
46. Leatherwork (1978)
47. Bookbinding (1978)
48. Basketry (1978)
49. Ceramics (1978)
50. Pottery (1978)
51. Jewellery (1978)
52. Woodwork (1978)
53. Carpentry (1978)
54. Cabinetmaking (1978)
55. Metalwork (1978)
56. Welding (1978)
57. Engineering (1978)
58. Mechanical Engineering (1978)
59. Electrical Engineering (1978)
60. Electronics (1978)
61. Computing (1978)
62. Business Studies (1978)
63. Accounting (1978)
64. Law (1978)
65. Health Studies (1978)
66. Social Studies (1978)
67. History (1978)
68. Geography (1978)
69. Art (1978)
70. Music (1978)
71. Drama (1978)
72. Physical Education (1978)
73. Sports (1978)
74. Leisure Studies (1978)
75. Environmental Studies (1978)
76. Home Economics (1978)
77. Food Technology (1978)
78. Textiles (1978)
79. Sewing (1978)
80. Fashion Design (1978)
81. Pattern Cutting (1978)
82. Tailoring (1978)
83. Upholstery (1978)
84. Leatherwork (1978)
85. Bookbinding (1978)
86. Basketry (1978)
87. Ceramics (1978)
88. Pottery (1978)
89. Jewellery (1978)
90. Woodwork (1978)
91. Carpentry (1978)
92. Cabinetmaking (1978)
93. Metalwork (1978)
94. Welding (1978)
95. Engineering (1978)
96. Mechanical Engineering (1978)
97. Electrical Engineering (1978)
98. Electronics (1978)
99. Computing (1978)
100. Business Studies (1978)
101. Accounting (1978)
102. Law (1978)
103. Health Studies (1978)
104. Social Studies (1978)
105. History (1978)
106. Geography (1978)
107. Art (1978)
108. Music (1978)
109. Drama (1978)
110. Physical Education (1978)
111. Sports (1978)
112. Leisure Studies (1978)
113. Environmental Studies (1978)
114. Home Economics (1978)
115. Food Technology (1978)
116. Textiles (1978)
117. Sewing (1978)
118. Fashion Design (1978)
119. Pattern Cutting (1978)
120. Tailoring (1978)
121. Upholstery (1978)
122. Leatherwork (1978)
123. Bookbinding (1978)
124. Basketry (1978)
125. Ceramics (1978)
126. Pottery (1978)
127. Jewellery (1978)
128. Woodwork (1978)
129. Carpentry (1978)
130. Cabinetmaking (1978)
131. Metalwork (1978)
132. Welding (1978)
133. Engineering (1978)
134. Mechanical Engineering (1978)
135. Electrical Engineering (1978)
136. Electronics (1978)
137. Computing (1978)
138. Business Studies (1978)
139. Accounting (1978)
140. Law (1978)
141. Health Studies (1978)
142. Social Studies (1978)
143. History (1978)
144. Geography (1978)
145. Art (1978)
146. Music (1978)
147. Drama (1978)
148. Physical Education (1978)
149. Sports (1978)
150. Leisure Studies (1978)
151. Environmental Studies (1978)
152. Home Economics (1978)
153. Food Technology (1978)
154. Textiles (1978)
155. Sewing (1978)
156. Fashion Design (1978)
157. Pattern Cutting (1978)
158. Tailoring (1978)
159. Upholstery (1978)
160. Leatherwork (1978)
161. Bookbinding (1978)
162. Basketry (1978)
163. Ceramics (1978)
164. Pottery (1978)
165. Jewellery (1978)
166. Woodwork (1978)
167. Carpentry (1978)
168. Cabinetmaking (1978)
169. Metalwork (1978)
170. Welding (1978)
171. Engineering (1978)
172. Mechanical Engineering (1978)
173. Electrical Engineering (1978)
174. Electronics (1978)
175. Computing (1978)
176. Business Studies (1978)
177. Accounting (1978)
178. Law (1978)
179. Health Studies (1978)
180. Social Studies (1978)
181. History (1978)
182. Geography (1978)
183. Art (1978)
184. Music (1978)
185. Drama (1978)
186. Physical Education (1978)
187. Sports (1978)
188. Leisure Studies (1978)
189. Environmental Studies (1978)
190. Home Economics (1978)
191. Food Technology (1978)
192. Textiles (1978)
193. Sewing (1978)
194. Fashion Design (1978)
195. Pattern Cutting (1978)
196. Tailoring (1978)
197. Upholstery (1978)
198. Leatherwork (1978)
199. Bookbinding (1978)
200. Basketry (1978)
201. Ceramics (1978)
202. Pottery (1978)
203. Jewellery (1978)
204. Woodwork (1978)
205. Carpentry (1978)
206. Cabinetmaking (1978)
207. Metalwork (1978)
208. Welding (1978)
209. Engineering (1978)
210. Mechanical Engineering (1978)
211. Electrical Engineering (1978)
212. Electronics (1978)
213. Computing (1978)
214. Business Studies (1978)
215. Accounting (1978)
216. Law (1978)
217. Health Studies (1978)
218. Social Studies (1978)
219. History (1978)
220. Geography (1978)
221. Art (1978)
222. Music (1978)
223. Drama (1978)
224. Physical Education (1978)
225. Sports (1978)
226. Leisure Studies (1978)
227. Environmental Studies (1978)
228. Home Economics (1978)
229. Food Technology (1978)
230. Textiles (1978)
231. Sewing (1978)
232. Fashion Design (1978)
233. Pattern Cutting (1978)
234. Tailoring (1978)
235. Upholstery (1978)
236. Leatherwork (1978)
237. Bookbinding (1978)
238. Basketry (1978)
239. Ceramics (1978)
240. Pottery (1978)
241. Jewellery (1978)
242. Woodwork (1978)
243. Carpentry (1978)
244. Cabinetmaking (1978)
245. Metalwork (1978)
246. Welding (1978)
247. Engineering (1978)
248. Mechanical Engineering (1978)
249. Electrical Engineering (1978)
250. Electronics (1978)
251. Computing (1978)
252. Business Studies (1978)
253. Accounting (1978)
254. Law (1978)
255. Health Studies (1978)
256. Social Studies (1978)
257. History (1978)
258. Geography (1978)
259. Art (1978)
260. Music (1978)
261. Drama (1978)
262. Physical Education (1978)
263. Sports (1978)
264. Leisure Studies (1978)
265. Environmental Studies (1978)
266. Home Economics (1978)
267. Food Technology (1978)
268. Textiles (1978)
269. Sewing (1978)
270. Fashion Design (1978)
271. Pattern Cutting (1978)
272. Tailoring (1978)
273. Upholstery (1978)
274. Leatherwork (1978)
275. Bookbinding (1978)
276. Basketry (1978)
277. Ceramics (1978)
278. Pottery (1978)
279. Jewellery (1978)
280. Woodwork (1978)
281. Carpentry (1978)
282. Cabinetmaking (1978)
283. Metalwork (1978)
284. Welding (1978)
285. Engineering (1978)
286. Mechanical Engineering (1978)
287. Electrical Engineering (1978)
288. Electronics (1978)
289. Computing (1978)
290. Business Studies (1978)
291. Accounting (1978)
292. Law (1978)
293. Health Studies (1978)
294. Social Studies (1978)
295. History (1978)
296. Geography (1978)
297. Art (1978)
298. Music (1978)
299. Drama (1978)
300. Physical Education (1978)
301. Sports (1978)
302. Leisure Studies (1978)
303. Environmental Studies (1978)
304. Home Economics (1978)
305. Food Technology (1978)
306. Textiles (1978)
307. Sewing (1978)
308. Fashion Design (1978)
309. Pattern Cutting (1978)
310. Tailoring (1978)
311. Upholstery (1978)
312. Leatherwork (1978)
313. Bookbinding (1978)
314. Basketry (1978)
315. Ceramics (1978)
316. Pottery (1978)
317. Jewellery (1978)
318. Woodwork (1978)
319. Carpentry (1978)
320. Cabinetmaking (1978)
321. Metalwork (1978)
322. Welding (1978)
323. Engineering (1978)
324. Mechanical Engineering (1978)
325. Electrical Engineering (1978)
326. Electronics (1978)
327. Computing (1978)
328. Business Studies (1978)
329. Accounting (1978)
330. Law (1978)
331. Health Studies (1978)
332. Social Studies (1978)
333. History (1978)
334. Geography (1978)
335. Art (1978)
336. Music (1978)
337. Drama (1978)
338. Physical Education (1978)
339. Sports (1978)
340. Leisure Studies (1978)
341. Environmental Studies (1978)
342. Home Economics (1978)
343. Food Technology (1978)
344. Textiles (1978)
345. Sewing (1978)
346. Fashion Design (1978)
347. Pattern Cutting (1978)
348. Tailoring (1978)
349. Upholstery (1978)
350. Leatherwork (1978)
351. Bookbinding (1978)
352. Basketry (1978)
353. Ceramics (1978)
354. Pottery (1978)
355. Jewellery (1978)
356. Woodwork (1978)
357. Carpentry (1978)
358. Cabinetmaking (1978)
359. Metalwork (1978)
360. Welding (1978)
361. Engineering (1978)
362. Mechanical Engineering (1978)
363. Electrical Engineering (1978)
364. Electronics (1978)
365. Computing (1978)
366. Business Studies (1978)
367. Accounting (1978)
368. Law (1978)
369. Health Studies (1978)
370. Social Studies (1978)
371. History (1978)
372. Geography (1978)
373. Art (1978)
374. Music (1978)
375. Drama (1978)
376. Physical Education (1978)
377. Sports (1978)
378. Leisure Studies (1978)
379. Environmental Studies (1978)
380. Home Economics (1978)
381. Food Technology (1978)
382. Textiles (1978)
383. Sewing (1978)
384. Fashion Design (1978)
385. Pattern Cutting (1978)
386. Tailoring (1978)
387. Upholstery (1978)
388. Leatherwork (1978)
389. Bookbinding (1978)
390. Basketry (1978)
391. Ceramics (1978)
392. Pottery (1978)
393. Jewellery (1978)
394. Woodwork (1978)
395. Carpentry (1978)
396. Cabinetmaking (1978)
397. Metalwork (1978)
398. Welding (1978)
399. Engineering (1978)
400. Mechanical Engineering (1978)
401. Electrical Engineering (1978)
402. Electronics (1978)
403. Computing (1978)
404. Business Studies (1978)
405. Accounting (1978)
406. Law (1978)
407. Health Studies (1978)
408. Social Studies (1978)
409. History (1978)
410. Geography (1978)
411. Art (1978)
412. Music (1978)
413. Drama (1978)
414. Physical Education (1978)
415. Sports (1978)
416. Leisure Studies (1978)
417. Environmental Studies (1978)
418. Home Economics (1978)
419. Food Technology (1978)
420. Textiles (1978)
421. Sewing (1978)
422. Fashion Design (1978)
423. Pattern Cutting (1978)
424. Tailoring (1978)
425. Upholstery (1978)
426. Leatherwork (1978)
427. Bookbinding (1978)
428. Basketry (1978)
429. Ceramics (1978)
430. Pottery (1978)
431. Jewellery (1978)
432. Woodwork (1978)
433. Carpentry (1978)
434. Cabinetmaking (1978)
435. Metalwork (1978)
436. Welding (1978)
437. Engineering (1978)
438. Mechanical Engineering (1978)
439. Electrical Engineering (1978)
440. Electronics (1978)
441. Computing (1978)
442. Business Studies (1978)
443. Accounting (1978)
444. Law (1978)
445. Health Studies (1978)
446. Social Studies (1978)
447. History (1978)
448. Geography (1978)
449. Art (1978)
450. Music (1978)
451. Drama (1978)
452. Physical Education (1978)
453. Sports (1978)
454. Leisure Studies (1978)
455. Environmental Studies (1978)
456. Home Economics (1978)
457. Food Technology (1978)
458. Textiles (1978)
459. Sewing (1978)
460. Fashion Design (1978)
461. Pattern Cutting (1978)
462. Tailoring (1978)
463. Upholstery (1978)
464. Leatherwork (1978)
465. Bookbinding (1978)
466. Basketry (1978)
467. Ceramics (1978)
468. Pottery (1978)
469. Jewellery (1978)
470. Woodwork (1978)
471. Carpentry (1978)
472. Cabinetmaking (1978)
473. Metalwork (1978)
474. Welding (1978)
475. Engineering (1978)
476. Mechanical Engineering (1978)
477. Electrical Engineering (1978)
478. Electronics (1978)
479. Computing (1978)
480. Business Studies (1978)
481. Accounting (1978)
482. Law (1978)
483. Health Studies (1978)
484. Social Studies (1978)
485. History (1978)
486. Geography (1978)
487. Art (1978)
488. Music (1978)
489. Drama (1978)
490. Physical Education (1978)
491. Sports (1978)
492. Leisure Studies (1978)
493. Environmental Studies (1978)
494. Home Economics (1978)
495. Food Technology (1978)
496. Textiles (1978)
497. Sewing (1978)
498. Fashion Design (1978)
499. Pattern Cutting (1978)
500. Tailoring (1978)
501. Upholstery (1978)
502. Leatherwork (1978)
503. Bookbinding (1978)
504. Basketry (1978)
505. Ceramics (1978)
506. Pottery (1978)
507. Jewellery (1978)
508. Woodwork (1978)
509. Carpentry (1978)
510. Cabinetmaking (1978)
511. Metalwork (1978)
512. Welding (1978)
513. Engineering (1978)
514. Mechanical Engineering (1978)
515. Electrical Engineering (1978)
516. Electronics (1978)
517. Computing (1978)
518. Business Studies (1978)
519. Accounting (1978)
520. Law (1978)
521. Health Studies (1978)
522. Social Studies (1978)
523. History (1978)
524. Geography (1978)
525. Art (1978)
526. Music (1978)
527. Drama (1978)
528. Physical Education (1978)
529. Sports (1978)
530. Leisure Studies (1978)
531. Environmental Studies (1978)
532. Home Economics (1978)
533. Food Technology (1978)
534. Textiles (1978)
535. Sewing (1978)
536. Fashion Design (1978)
537. Pattern Cutting (1978)
538. Tailoring (1978)
539. Upholstery (1978)
540. Leatherwork (1978)
541. Bookbinding (1978)
542. Basketry (1978)
543. Ceramics (1978)
544. Pottery (1978)
545. Jewellery (1978)
546. Woodwork (1978)
547. Carpentry (1978)
548. Cabinetmaking (1978)
549. Metalwork (1978)
550. Welding (1978)
551. Engineering (1978)
552. Mechanical Engineering (1978)
553. Electrical Engineering (1978)
554. Electronics (1978)
555. Computing (1978)
556. Business Studies (1978)
557. Accounting (1978)
558. Law (1978)
559. Health Studies (1978)
560. Social Studies (1978)
561. History (1978)
562. Geography (1978)
563. Art (1978)
564. Music (1978)
565. Drama (1978)
566. Physical Education (1978)
567. Sports (1978)
568. Leisure Studies (1978)
569. Environmental Studies (1978)
570. Home Economics (1978)
571. Food Technology (1978)
572. Textiles (1978)
573. Sewing (1978)
574. Fashion Design (1978)
575. Pattern Cutting (1978)
576. Tailoring (1978)
577. Upholstery (1978)
578. Leatherwork (1978)
579. Bookbinding (1978)
580. Basketry (1978)
581. Ceramics (1978)
582. Pottery (1978)
583. Jewellery (1978)
584. Woodwork (1978)
585. Carpentry (1978)
586. Cabinetmaking (1978)
587. Metalwork (1978)
588. Welding (1978)
589. Engineering (1978)
590. Mechanical Engineering (1978)
591. Electrical Engineering (1978)
592. Electronics (1978)
593. Computing (1978)
594. Business Studies (1978)
595. Accounting (1978)
596. Law (1978)
597. Health Studies (1978)
598. Social Studies (1978)
599. History (1978)
600. Geography (1978)
601. Art (1978)
602. Music (1978)
603. Drama (1978)
604. Physical Education (1978)
605. Sports (1978)
606. Leisure Studies (1978)
607. Environmental Studies (1978)
608. Home Economics (1978)
609. Food Technology (1978)
610. Textiles (1978)
611. Sewing (1978)
612. Fashion Design (1978)
613. Pattern Cutting (1978)
614. Tailoring (1978)
615. Upholstery (1978)
616. Leatherwork (1978)
617. Bookbinding (1978)
618. Basketry (1978)
619. Ceramics (1978)
620. Pottery (1978)
621. Jewellery (1978)
622. Woodwork (1978)
623. Carpentry (1978)
624. Cabinetmaking (1978)
625. Metalwork (1978)
626. Welding (1978)
627. Engineering (1978)
628. Mechanical Engineering (1978)
629. Electrical Engineering (1978)
630. Electronics (1978)
631. Computing (1978)
632. Business Studies (1978)
633. Accounting (1978)
634. Law (1978)
635. Health Studies (1978)
636. Social Studies (1978)
637. History (1978)
638. Geography (1978)
639. Art (1978)
640. Music (1978)
641. Drama (1978)
642. Physical Education (1978)
643. Sports (1978)
644. Leisure Studies (1978)
645. Environmental Studies (1978)
646. Home Economics (1978)
647. Food Technology (1978)
648. Textiles (1978)
649. Sewing (1978)
650. Fashion Design (1978)
651. Pattern Cutting (1978)
652. Tailoring (1978)
653. Upholstery (1978)
654. Leatherwork (1978)
655. Bookbinding (1978)
656. Basketry (1978)
657. Ceramics (1978)
658. Pottery (1978)
659. Jewellery (1978)
660. Woodwork (1978)
661. Carpentry (1978)
662. Cabinetmaking (1978)
663. Metalwork (1978)
664. Welding (1978)
665. Engineering (1978)
666. Mechanical Engineering (1978)
667. Electrical Engineering (1978)
668. Electronics (1978)
669. Computing (1978)
670. Business Studies (1978)
671. Accounting (1978)
672. Law (1978)
673. Health Studies (1978)
674. Social Studies (1978)
675. History (1978)
676. Geography (1978)
677. Art (1978)
678. Music (1978)
679. Drama (1978)
680. Physical Education (1978)
681. Sports (1978)
682. Leisure Studies (1978)
683. Environmental Studies (1978)
684. Home Economics (1978)
685. Food Technology (1978)
686. Textiles (1978)
687. Sewing (1978)
688. Fashion Design (1978)
689. Pattern Cutting (1978)
690. Tailoring (1978)
691. Upholstery (1978)
692. Leatherwork (1978)
693. Bookbinding (1978)
694. Basketry (1978)
695. Ceramics (1978)
696. Pottery (1978)
697. Jewellery (1978)
698. Woodwork (1978)
699. Carpentry (1978)
700. Cabinetmaking (1978)
701. Metalwork (1978)
702. Welding (1978)
703. Engineering (1978)
704. Mechanical Engineering (1978)
705. Electrical Engineering (1978)
706. Electronics (1978)
707. Computing (1978)
708. Business Studies (1978)
709. Accounting (1978)
710. Law (1978)
711. Health Studies (1978)
712. Social Studies (1978)
713. History (1978)
714. Geography (1978)
715. Art (1978)
716. Music (1978)
717. Drama (1978)
718. Physical Education (1978)
719. Sports (1978)
720. Leisure Studies (1978)
721. Environmental Studies (1978)
722. Home Economics (1978)
723. Food Technology (1978)
724. Textiles (1978)
725. Sewing (1978)
726. Fashion Design (1978)
727. Pattern Cutting (1978)
728. Tailoring (1978)
729. Upholstery (1978)
730. Leatherwork (1978)
731. Bookbinding (1978)
732. Basketry (1978)
733. Ceramics (1978)
734. Pottery (1978)
735. Jewellery (1978)
736. Woodwork (1978)
737. Carpentry (1978)
738. Cabinetmaking (1978)
739. Metalwork (1978)
740. Welding (1978)
741. Engineering (1978)
742. Mechanical Engineering (1978)
743. Electrical Engineering (1978)
744. Electronics (1978)
745. Computing (1978)
746. Business Studies (1978)
747. Accounting (1978)
748. Law (1978)
749. Health Studies (1978)
750. Social Studies (1978)
751. History (1978)
752. Geography (1978)
753. Art (1978)
754. Music (1978)
755. Drama (1978)
756. Physical Education (1978)
757. Sports (1978)
758. Leisure Studies (1978)
759. Environmental Studies (1978)
760. Home Economics (1978)
761. Food Technology (1978)
762. Textiles (1978)
763. Sewing (1978)
764. Fashion Design (1978)
765. Pattern Cutting (1978)
766. Tailoring (1978)
767. Upholstery (1978)
768. Leatherwork (1978)
769. Bookbinding (1978)
770. Basketry (1978)
771. Ceramics (1978)
772. Pottery (1978)
773. Jewellery (1978)
774. Woodwork (1978)
775. Carpentry (1978)
776. Cabinetmaking (1978)
777. Metalwork (1978)
778. Welding (1978)
779. Engineering (1978)
780. Mechanical Engineering (1978)
781. Electrical Engineering (1978)
782. Electronics (1978)
783. Computing (1978)
784. Business Studies (1978)
785. Accounting (1978)
786. Law (1978)
787. Health Studies (1978)
788. Social Studies (1978)
789. History (1978)
790. Geography (1978)
791. Art (1978)
792. Music (1978)
793. Drama (1978)
794. Physical Education (1978)
795. Sports (1978)
796. Leisure Studies (1978)
797. Environmental Studies (1978)
798. Home Economics (1978)
799. Food Technology (1978)
800. Textiles (1978)
801. Sewing (1978)
802. Fashion Design (1978)
803. Pattern Cutting (1978)
804. Tailoring (1978)
805. Upholstery (1978)
806. Leatherwork (1978)
807. Bookbinding (1978)
808. Basketry (1978)
809. Ceramics (1978)
810. Pottery (1978)
811. Jewellery (1978)
812. Woodwork (1978)
813. Carpentry (1978)
814. Cabinetmaking (1978)
815. Metalwork (1978)
816. Welding (1978)
817. Engineering (1978)
818. Mechanical Engineering (1978)
819. Electrical Engineering (1978)
820. Electronics (1978)
821. Computing (1978)
822. Business Studies (1978)
823. Accounting (1978)
824. Law (1978)
825. Health Studies (1978)
826. Social Studies (1978)
827. History (1978)
828. Geography (1978)
829. Art (1978)
830. Music (1978)
831. Drama (1978)
832. Physical Education (1978)
833. Sports (1978)
834. Leisure Studies (1978)
835. Environmental Studies (1978)
836. Home Economics (1978)
837. Food Technology (1978)
838. Textiles (1978)
839. Sewing (1978)
840. Fashion Design (1978)
841. Pattern Cutting (1978)
842. Tailoring (1978)
843. Upholstery (1978)
844. Leatherwork (1978)
845. Bookbinding (1978)
846. Basketry (1978)
847. Ceramics (1978)
848. Pottery (1978)
849. Jewellery (1978)
850. Woodwork (1978)
851. Carpentry (1978)
852. Cabinetmaking (1978)
853. Metalwork (1978)
854. Welding (1978)
855. Engineering (1978)
856. Mechanical Engineering (1978)
857. Electrical Engineering (1978)
858. Electronics (1978)
859. Computing (1978)
860. Business Studies (1978)
861. Accounting (1978)
862. Law (1978)
863. Health Studies (1978)
864. Social Studies (1978)
865. History (1978)
866. Geography (1978)
867. Art (1978)
868. Music (1978)
869. Drama (1978)
870. Physical Education (1978)
871. Sports (1978)
872. Leisure Studies (1978)
873. Environmental Studies (1978)
874. Home Economics (1978)
875. Food Technology (1978)
876. Textiles (1978)
877. Sewing (1978)
878. Fashion Design (1978)
879. Pattern Cutting (1978)
880. Tailoring (1978)
881. Upholstery (1978)
882. Leatherwork (1978)
883. Bookbinding (1978)
884. Basketry (1978)
885. Ceramics (1978)
886. Pottery (1978)
887. Jewellery (1978)
888. Woodwork (1978)
889. Carpentry (1978)
890. Cabinetmaking (1978)
891. Metalwork (1978)
892. Welding (1978)
893. Engineering (1978)
894. Mechanical Engineering (1978)
895. Electrical Engineering (1978)
896. Electronics (1978)
897. Computing (1978)
898. Business Studies (1978)
899. Accounting (1978)
900. Law (1978)
901. Health Studies (1978)
902. Social Studies (1978)
903. History (1978)
904. Geography (1978)
905. Art (1978)
906. Music (1978)
907. Drama (1978)
908. Physical Education (1978)
909. Sports (1978)
910. Leisure Studies (1978)
911. Environmental Studies (1978)
912. Home Economics (1978)
913. Food Technology (1978)
914. Textiles (1978)
915. Sewing (1978)
916. Fashion Design (197

METROPOLITAN BOROUGH OF STOCKPORT
Required for January, 1978.

Observation and Assessment Centre

TEACHER IN CHARGE
(Ref. 501/785)
Scale 3.

ASSISTANT TEACHER
(Ref. 502/785)
Scale 2.

ASSISTANT TEACHER
(Two Posts (Ref. 503/4/785))
Scale 1.

This new centre will provide a regional resource for twenty-four educationists. An educational centre will be provided throughout the year.

Candidates for the senior posts must be able to demonstrate relevant experience and skill in assessment. It will be an advantage if they hold an additional qualification. Successful teaching experience with difficult young people will be an asset for all posts. All candidates must show the capacity to work in a team situation.

Application forms and further details from the Director of Education, Town Hall, Stockport SK1 3JE (quoting reference), and return by 16th December, 1977.

NORTH YORKSHIRE COUNTY COUNCIL
Social Services Department
HAMBLETON/RICHMONDSHIRE DIVISION

TEACHER
HOUSEMASTER/
HOUSEMISTRESS
RICHMOND HILL

Salary: Burnham Scale 1 plus £664 per annum community school allowance, plus Phase I and Phase II supplements. In addition there will be an allowance of £875 per annum paid for extraneous duties averaging 18 hours per week.

Applications are invited from qualified teachers for the above post. Richmond Hill is a Community Home with education on the premises for 80 boys aged 16-18. The home live in three house units and the person appointed will act as an Assistant Housemaster/Housemistress in addition to the teaching duties.

For further information please contact Mr. A. McAllister, the Headmaster, Tel: Richmond (0748) 3232.

Application forms are available from: Mr. J. C. Maguire, Divisional Social Services Officer, 50 South Parade, Northcliffe, North Yorkshire DL7 8TT, to whom they should be returned within 14 days of the appearance of this advertisement.

BOYLES COURT REGIONAL ASSESSMENT CENTRE,
for 48 boys, incorporating a six-bed secure unit.

Teacher (Scale 2)
To take responsibility for aspects of the day to day running of the Education Department and to teach General Subjects throughout the Centre.

Teacher (Scale 2)
To specialise in diagnostic and remedial work in the main unit and the secure unit. Some class teaching.

Teacher (Scale 1)
To teach General Subjects throughout the Centre.

Salaries: Burnham Scale as shown plus Phase I and Phase II supplements plus £664 p.a. Former Remand Home Allowance plus £870 p.a. Extraneous Duty Allowance plus £120 p.a. outer fringe payment if non-resident.

Residential Child Care Officer

To join one of three teams working with the junior group, the senior group or in the secure unit. In addition to a team approach, to the care and assessment of the boys, each R.C.C.O. has a small group of boys for whom he/she has special responsibility within the centre.

Salary: Within the range £2,807-£3,282 (Scale 1-£3,987 p.a. plus Phase I and Phase II supplements plus £120 p.a. outer fringe payment if non-resident).

For informal discussion contact Phil Carradice, Assistant Principal (Education) or Dave Roberts, Assistant Principal (Care), Telephone: Brentwood (0277) 227785.

Application forms from the Director of Social Services, Kenton House, 77 Springfield Road, Chelmsford, Essex.

Essex County Council

Community Homes and Associated Institutions

HAMMERSMITH
London Borough of Hammersmith and Fulham
Regional Assessment
206 Colindale Road,
London NW9 1JH
1978

Applications are invited from qualified men and women for a teaching post in the Remand Unit at Stamford House.

The post offers opportunities to someone with an interest or qualifications in teaching and diagnostic learning difficulties to work closely with psychiatrists, psychologists and residential care staff in the preparation of reports for the Remand Unit and also to work with the staff in the preparation of reports for the Remand Unit and also to work with the staff in the preparation of reports for the Remand Unit.

This role is graded in Burnham Scale 1 plus £664 per annum community school allowance, plus Phase I and Phase II supplements. In addition there will be an allowance of £875 per annum paid for extraneous duties averaging 18 hours per week.

Application forms and further details from the Director of Education, Town Hall, Stockport SK1 3JE (quoting reference), and return by 16th December, 1977.

YOUTH and Community Service

AVON COUNTY COUNCIL
Knowle West, Bristol

Applications are invited from qualified men and women for a teaching post in the Remand Unit at Stamford House.

The post offers opportunities to someone with an interest or qualifications in teaching and diagnostic learning difficulties to work closely with psychiatrists, psychologists and residential care staff in the preparation of reports for the Remand Unit and also to work with the staff in the preparation of reports for the Remand Unit.

This role is graded in Burnham Scale 1 plus £664 per annum community school allowance, plus Phase I and Phase II supplements. In addition there will be an allowance of £875 per annum paid for extraneous duties averaging 18 hours per week.

Application forms and further details from the Director of Education, Town Hall, Stockport SK1 3JE (quoting reference), and return by 16th December, 1977.

RESIDENTIAL SOCIAL WORKER
(COMMUNITY HOME SCHOOL)
TENNAL COMMUNITY HOME SCHOOL AND REGIONAL ASSESSMENT CENTRE

22,807-23,987 + £212 + 10% (plus 20% supplements)

Have you the energy, enthusiasm and personal warmth coupled with the practical and intellectual skills required to join a mixed disciplinary team which has the task of:

a) Operating a systematic behavioural model of treatment for disturbed and delinquent boys within a residential setting and;

b) Extending the Child's individual programme into his local community and family setting. Training in behavioural techniques will be given.

Candidates, male/female, should obtain application forms (returnable by January 2nd, 1978) and further details from the Principal, Tennal School, Baldon Road, Harborne, Birmingham B92 2BW. Telephone 021-426 1313.

Please quote reference 051/NM/77/468.

Interviewing will be arranged.

BIRMINGHAM CITY COUNCIL

COUNTY OF AVON Social Services Department

HOUSEMASTER/
HOUSEMISTRESS
Resident or Non-Resident

Salary scale: R.C.C.O. Scale Grade £2,807/£3,282/£3,987 plus £212 p.a. Supplement and Phase II pay award.

At the Crescent Community Home, Baldon, situated five miles approx from the centre of Bristol, the Home (with education on the premises) provides accommodation for up to 60 girls aged between 14 and 17. Our main aim is to prepare girls with particular difficulties to live in the outside community.

A middle-management post and relevant qualification in residential Child Care desirable. Previous experience in the care of children in groups and controlling staff an advantage.

For informal discussion contact Mrs. A. Sligh, Deputy Residential Care Staff (Tel: Bristol 298585), P.O. Box 11, Avon House, The Haymarket, Bristol BS2 9JN. Please quote ref. no. 68 6778.

TEACHER for Remedial Education
Burnham Scale 1 Woking

For Kinton Community Home, where our aim is to ensure that the 80 boys (aged 13-18 years) are adequately equipped to cope with the working adult community when leaving the caring environment of the Home.

Burnham Scale 2 payable if suitably experienced. Additional £870 p.a. for 15 hours' per week extraneous duties and £180 p.a. fringe area London Allowance.

Full removal expenses reimbursed in approved cases.

For further details contact The Principal, Mr. K. Nicholson, on Woking 85141.

Application form from Social Services Department (NW/13/77), Surrey House, 34 Eden Street, Kingston upon Thames, Surrey. Tel.: 01-549 8111.

SURREY COUNTY COUNCIL

SPRINGHEAD-PARK SCHOOL—ROTHWELL, LEEDS
TEACHER

Burnham Scale 2 plus (former) Approved Schools Allowance plus £212 per annum Supplement plus Phase 2

Springhead is a well-established Community Home with education on the premises, specializing in the care, treatment and education of 34 disturbed, intelligent adolescent girls.

A good all-round teacher of General Subjects is required to prepare some girls for CSE or GCE examinations.

Special Interest in one or more of the following subjects: English, History, Music, Physical Education.

Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. Accommodation available if required.

Application forms: Divisional Director, Yorkshire Division, Topham House, 385/384, Low Lane, Horforth, Leeds. Telephone: Horforth 552115.

Informal visits or Enquiries contact: Miss S. H. Sumner, Principal, telephone Leeds 823248.

Barnardo's

RESIDENTIAL SOCIAL WORKER
(COMMUNITY HOME SCHOOL)
TENNAL COMMUNITY HOME SCHOOL AND REGIONAL ASSESSMENT CENTRE

22,807-23,987 + £212 + 10% (plus 20% supplements)

Have you the energy, enthusiasm and personal warmth coupled with the practical and intellectual skills required to join a mixed disciplinary team which has the task of:

a) Operating a systematic behavioural model of treatment for disturbed and delinquent boys within a residential setting and;

b) Extending the Child's individual programme into his local community and family setting. Training in behavioural techniques will be given.

Candidates, male/female, should obtain application forms (returnable by January 2nd, 1978) and further details from the Principal, Tennal School, Baldon Road, Harborne, Birmingham B92 2BW. Telephone 021-426 1313.

Please quote reference 051/NM/77/468.

Interviewing will be arranged.

BIRMINGHAM CITY COUNCIL

RESIDENTIAL SOCIAL WORKER
(COMMUNITY HOME SCHOOL)
TENNAL COMMUNITY HOME SCHOOL AND REGIONAL ASSESSMENT CENTRE

22,807-23,987 + £212 + 10% (plus 20% supplements)

Have you the energy, enthusiasm and personal warmth coupled with the practical and intellectual skills required to join a mixed disciplinary team which has the task of:

a) Operating a systematic behavioural model of treatment for disturbed and delinquent boys within a residential setting and;

b) Extending the Child's individual programme into his local community and family setting. Training in behavioural techniques will be given.

Candidates, male/female, should obtain application forms (returnable by January 2nd, 1978) and further details from the Principal, Tennal School, Baldon Road, Harborne, Birmingham B92 2BW. Telephone 021-426 1313.

Please quote reference 051/NM/77/468.

Interviewing will be arranged.

BIRMINGHAM CITY COUNCIL

Community Education Service

FULL-TIME WARDENS

The Essex Community Education Service offers first class opportunities for career advancement, a good in-service training scheme with excellent support services and central resources. A vigorous programme of projects and events provides opportunities for experience in every aspect of the Community Education Service. Applicants (male or female) should be qualified teachers/youth leaders.

Vacancies exist at:

Chelmsford Youth Centre (Brentford)	J.N.C. Range 3 (a)
Basildon Youth Centre (Chelmsford)	J.N.C. Range 3 (b)
Tiptree Youth Centre (Chelmsford)	J.N.C. Range 3 (c)

JNC conditions apply, salaries are organized on two scales within Range 3, between £3,854-£4,248 according to post, plus £312 and Stage 2 supplements. Graduate and Outer Fringe Allowances are payable where applicable.

Details and application forms from the County Education Officer, Community Education Branch, Threadneedle House, Market Road, Chelmsford.

Essex County Council

Tameside Metropolitan Borough

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICES
COMMUNITY YOUTH TUTOR

£3,426-£4,248 p.a. + £312 p.a. Supplement + Phase 2 Supplement

Applications are invited from teachers and qualified and experienced youth and community workers for the post of Community Youth Tutor at the Longdendale Comprehensive School, Spring Street, Market Street, Hollingworth.

The work will involve creating and extending both youth and community use of this new comprehensive school. The person appointed will have first responsibility to the head of the school but will be appointed to the youth and community services division of the education department.

The work will be challenging, demanding and stimulating and will require a creative approach to both the school and the community. For informal discussion please contact Arthur Clay, Principal Youth and Community Officer, on 061-550 8300, ext 227.

Application forms and further details may be obtained from the Chief Personnel Officer, Meridian House, Meridian Way, Ashton-under-Lyne, Greater Manchester. Tel: 061-550 8386, ext 2, to be returned by 2nd January, 1978.

Saudia, flag carrier of the Kingdom of Saudi Arabia, is seeking, as part of a planned programme of expansion, qualified men and women between 25-45, to fill the following vacancies:

ENGLISH LANGUAGE INSTRUCTORS
Based in Jeddah, Riyadh and Dhahran
Starting salary c. £9,100 (Tax Free)

The English Language Instructors will be responsible for language laboratory teaching for the trainees assigned to them. They must also be able to provide and demonstrate the information and terminology that will be required by the trainees in their specialised fields.

Applicants should have a university degree and at least two years' experience of teaching English as a foreign language. Airline or aviation experience would be an advantage.

These posts are offered on a two year renewable contract together with free furnished accommodation, free and reduced rate air tickets for you and your family, 40 calendar days vacation per annum plus re-location allowance.

Please write with full personal and career details, quoting the job title and reference ELL/785 to:

Area Personnel Manager - Europe,
Saudia Arabian Airlines,
93, Regent Street, London W1.

Closing date: 23rd December, 1977.

saudia SAUDI ARABIAN AIRLINES

U.S.A. FRANKLIN SCHOOL
The Anglo-American School of New York
18 West 89 Street, New York, N.Y. 10024

Applications are invited for the following Teaching Fellowships:

Physics and Chemistry (to 'A' level)
S.M.P. Mathematics (to 'A' level)
History (to 'A' level) with Geography (to 'O' level)
Spanish (to 'O' level)

These appointments are from September, 1978, and are for two academic years. The fellowships carry a grant of \$9,000 per annum, tax free, plus travel allowances, totalling a further \$1,000. Franklin School has courses leading to G.C.E. 'O' level, American College Entrance Examinations and the International Baccalaureate. Ideal applicants should be single, graduates, and should have at least two years' teaching experience. Inquiries should be directed to: The Headmaster, International School of London, Crowndale Road, London, N.W.

OVERSEAS TEACHING POSTS

LECTURER IN ENGLISH (Kenya)
Department of Linguistics and African Languages, University of Nairobi
To devise and teach a new remedial course in English for first-year students. Degree, MA in Applied Linguistics and several years' relevant overseas experience including ESP and materials preparation. Salary: \$5,210-\$7,064 p.a. + 10% inducement allowance. Benefits: Personal and children's allowance, free furnished accommodation. 77 TU 145

LECTURER IN TEFL (Sudan)
Sudan English Language Teaching Institute, Khartoum
To develop and teach major portions of new diploma in TEFL for Sudanese non-graduate secondary school leavers. Degree plus MA in Applied Linguistics (or 1 year university diploma in TEFL) and at least 3 years' relevant experience including teacher training and EFL teaching. Salary: £4,589-£5,618 p.a. plus 10% inducement allowance. Benefits: personal and children's allowances; free furnished accommodation; 2 year contract, renewable. 77 HO 88

SENIOR LECTURER IN ENGLISH (Malawi)
University of Malawi, Zomba
To teach English to university students, especially those who are training to become teachers, and to supervise postgraduate students and the language laboratory. Degree in English or Modern Languages and MA in English Language or Linguistics. Substantial experience of teacher training for secondary schools and ability to use a language laboratory essential. Experience of examinations work, COTY and ESP desirable. Salary: £5,210-£7,064 p.a. + 10% inducement allowance. Benefits: personal and children's allowances; free furnished accommodation; medical scheme; employer's portion of superannuation. 2 year contract. 77 TU 142

COMMUNICATION SKILLS IN ENGLISH PROGRAMME (Saudi Arabia)
King Abdul Aziz University, Mecca
This programme has been developed at the Jeddah campus of KAUA over the last 2 years with British Council professional support and has involved the production of specialised teaching materials for the implementation of English-medium courses in the faculties of Engineering and Medicine. Required for 1 February 1978 for the Faculty of Engineering: Teachers of English with Science background OR Teachers of Science with interest in English Language. Salary: £4,589-£5,618 p.a. + 10% inducement. Benefits: Personal and children's allowances; free furnished accommodation; 2 year contract. 77 HE 5-8

ELT ADVISER (Cameroon)
South West Provincial Delegation for Education, Buea
To advise on English Language teaching at Primary, Secondary and Teacher Training levels Degree, teaching qualifications and MA in Applied Linguistics (or 1 year University diploma in TEFL/TEFL); at least 4 years' relevant experience, preferably overseas and in teacher training; good French. Salary: £4,589-£5,618 p.a. + 10% inducement. Benefits: Personal and children's allowances; free furnished accommodation; 2 year contract. 77 HE 9

Teacher-in-Charge for small School in Libya

A small multi-national school is to be established in Tobruk, Libya, for the children of the staff of a petroleum institute. The school will be for children between the ages of 5-13, the majority of whom will be under 9.

The candidate should possess suitable qualifications and have a minimum of 5 years' teaching experience, some of which should be overseas. Candidates should be prepared to take part in holiday and extracurricular activities.

The salary, commensurate with the Burnham Scale, will be supplemented by an overseas living allowance, free medical attention and other benefits. Male teacher preferred. Married candidates will be considered. The appointment will be made on a two-year renewable contract.

Applications in writing should be made immediately giving personal particulars, curriculum vitae, telephone number and two references to: The Director, Parents' National Educational Union, Murray House, London Street, London SW1H 0AJ. Tel: 01-225 7181. Telex: JN8885 TLIR G. Interviews will be held in London and may be called at short notice, as the position is to be filled as soon as possible. A satisfactory state of health is essential and a full medical examination is a condition of employment.

THE BRITISH COUNCIL

YOUTH AND COMMUNITY SERVICE continued

NORTHAMPTONSHIRE COUNTY COUNCIL LEADERSHIP PROGRAMME

REDBRIDGE LEADERSHIP PROGRAMME

UGANDA NAMASAGALI COLLEGE

TASMANIA AUSTRALIA MASILLI SCIENCE

TEACHERS OF ENGLISH

OVERSEAS Appointments continued

KENYA PRIVATE ACADEMY

NEW ZEALAND KING'S COLLEGE

HERTFORDSHIRE COUNTY COUNCIL

R.S.P.C.A. requires EDUCATION OFFICERS

MERSEYSIDE LEITH AND DOVER CLUB

MERSEYSIDE YOUTH AND COMMUNITY CENTRE

SUSSEX CHRISTIAN DISCIPLE

QUEBEC LEADERSHIP PROGRAMME

URUGUAY LEADERSHIP PROGRAMME

AFRICA TEACHERS

SPAIN TEACHERS

SPAIN TEACHERS

NORTH YORKSHIRE COUNTY COUNCIL

SALOP COUNTY COUNCIL

WARWICKSHIRE COUNTY COUNCIL EDUCATION AND MUSEUM SERVICE

WILTSHIRE COUNTY COUNCIL

SWITZERLAND BOHAMIEN

SPAIN TEACHERS

TANZANIA INTERNATIONAL SCHOOL

BAVARIA WEST GERMANY TEACHERS

HERMUDA TEACHERS

ITALY TEACHERS

HAMPSHIRE TEACHERS

Applications are invited from qualified teachers with at least two years' teaching experience for this post which is based at Warwick with the schools' resources centre at Leamington Spa.

Overseas Appointments JAPAN

OVERSEAS DEVELOPMENT KNOW-HOW vital to developing countries

GERMANY TEACHERS

PARIS TEACHERS

PARIS TEACHERS

Director of Student Training East Midlands, c. £10,000 + car

Education in a different dimension. A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these.

OVERSEAS DEVELOPMENT Lecturer in Home Economics Lesotho

HM Inspector of Schools Secondary Education Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors of Schools.

SCHOOLS COUNCIL PROJECT Reading for Learning in the Secondary School

Hoggett Bowers Executive Selection Consultants Management through Sales c.£3,380+£1,000 allowances + incentives + car Up to 30

THE COLLEGE OF RADIOGRAPHERS Education Officer

Applications are invited for the position of Education Officer in the College of Radiographers...

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES SENIOR RESEARCH OFFICER- CONTINUITY IN CHILDREN'S EXPERIENCE

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES ASSISTANT RESEARCH OFFICER CONTINUITY IN CHILDREN'S EXPERIENCE

SCOTTISH CERTIFICATE OF EDUCATION EXAMINATION BOARD Applications are invited for the undernoted posts on the Board's permanent staff.

ADMINISTRATION General continued THE INSTITUTION OF CHEMICAL ENGINEERS SENIOR APPRAISER

THE SPASTICS SOCIETY VICE PRESIDENT Applications are invited for the position of Vice President...

THE ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD Applications are invited for the position of Examiners...

TRAINING OFFICER Applications are invited from suitably qualified persons...

Educational Psychologists LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION SENIOR EDUCATIONAL PSYCHOLOGIST

MISCELLANEOUS LONDON SOUTH WESTERN EXAMINATIONS BOARD Applications are invited from teachers serving in secondary schools...

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD Applications are invited for the position of Examiners...

SOUTH WESTERN EXAMINATIONS BOARD Applications are invited from teachers serving in secondary schools...

Education Department educational psychologist Salary £5,532-£7,458 p.a. inc This new post has arisen to specifically strengthen the existing School Psychological Service...

COUNTY OF AVON Education Department ASSISTANT DIRECTOR OF EDUCATION (RESOURCE PLANNING) EDUCATION OFFICER (HIGHER AND FURTHER EDUCATION)

LONDON BOROUGH OF ENFIELD Adviser in English £8,253-£8,877 Applications are invited for this interesting and challenging post...

Careers Officer-£4,161-£4,507 Applications are invited from suitably qualified candidates to specialise in work with the handicapped...

MILTON KEYNES DIVISION SOCIAL DEVELOPMENT UNIT CHILDREN'S PLAY ORGANISER Applications are invited from dedicated conscientious persons...

LONDON BOROUGH OF CROYDON APPOINTMENT OF General Inspector TO SPECIALISE IN PRIMARY EDUCATION Applications are invited for the post of General Inspector...

HM Inspector of Schools Primary and Middle Schools Applications are invited from men and women, preferably aged between 35 and 45...

Leicestershire ASSISTANT EDUCATION OFFICER (SCHOOLS) £5,406 to £6,057 plus £520 supplements This post, which will involve interesting and varied work with secondary schools...

Metropolitan Borough of Rochdale PRIMA ADVISER BHT Op. 10 (£7,455 to £8,079) plus approximately £501 per annum in supplements Applications are invited from well-qualified men and women...

Gwent County Council Education Department (Careers Services) CAREERS OFFICER Pontypool Careers Office Grade V.P.3, £2,922 to £3,702 plus salary supplement

BOROUGH OF SOUTH TYNESIDE Directorate of Education CAREERS SERVICE Careers Officer £2,922-£3,282+ salary supplements The vacancy exists at the South Shields Careers Office...

Education Department INSPECTOR FOR SECONDARY EDUCATION Applications are invited for this senior post which carries responsibility for the co-ordination and leadership of advisory work...

Salop County Council ASSISTANT EDUCATION OFFICER A fourth tier post suitable for a graduate with good teaching experience wishing to enter administration...

Vertical text on the left margin: UPDATES 1980

